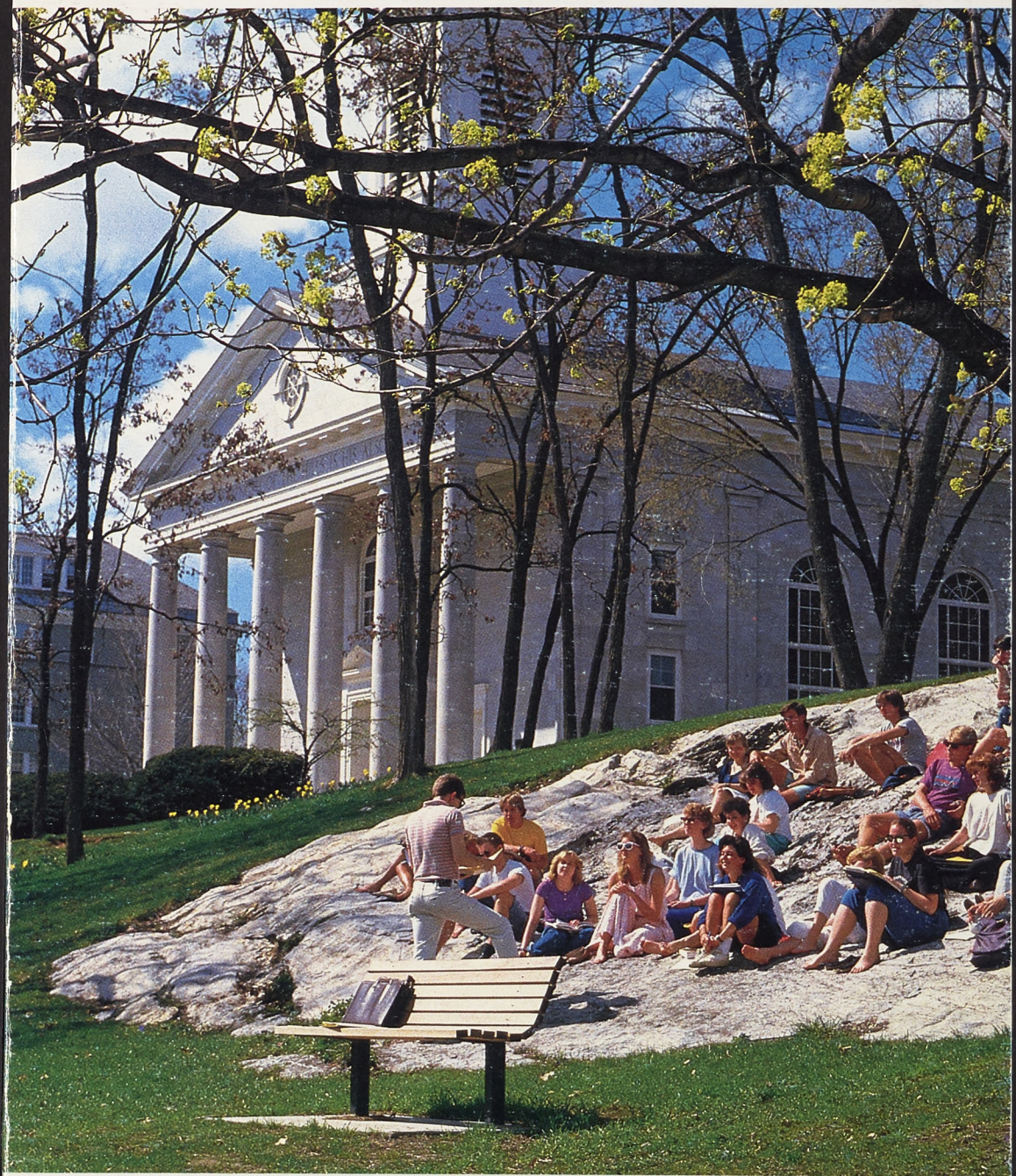
Middlebury



1989-1990 Catalog

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Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities or fees described in this publication without notice or obligation.

Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

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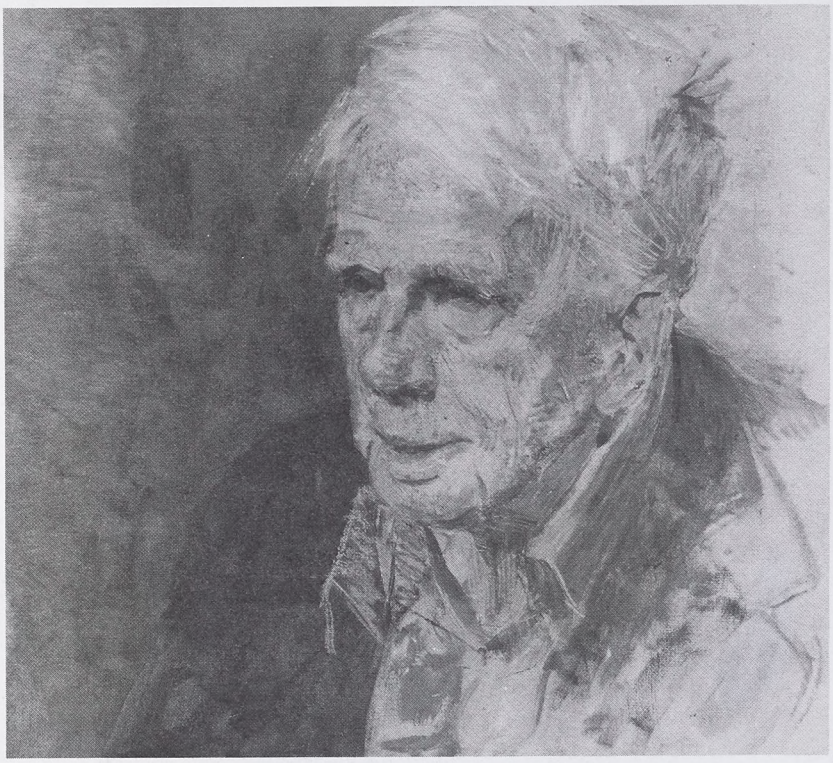

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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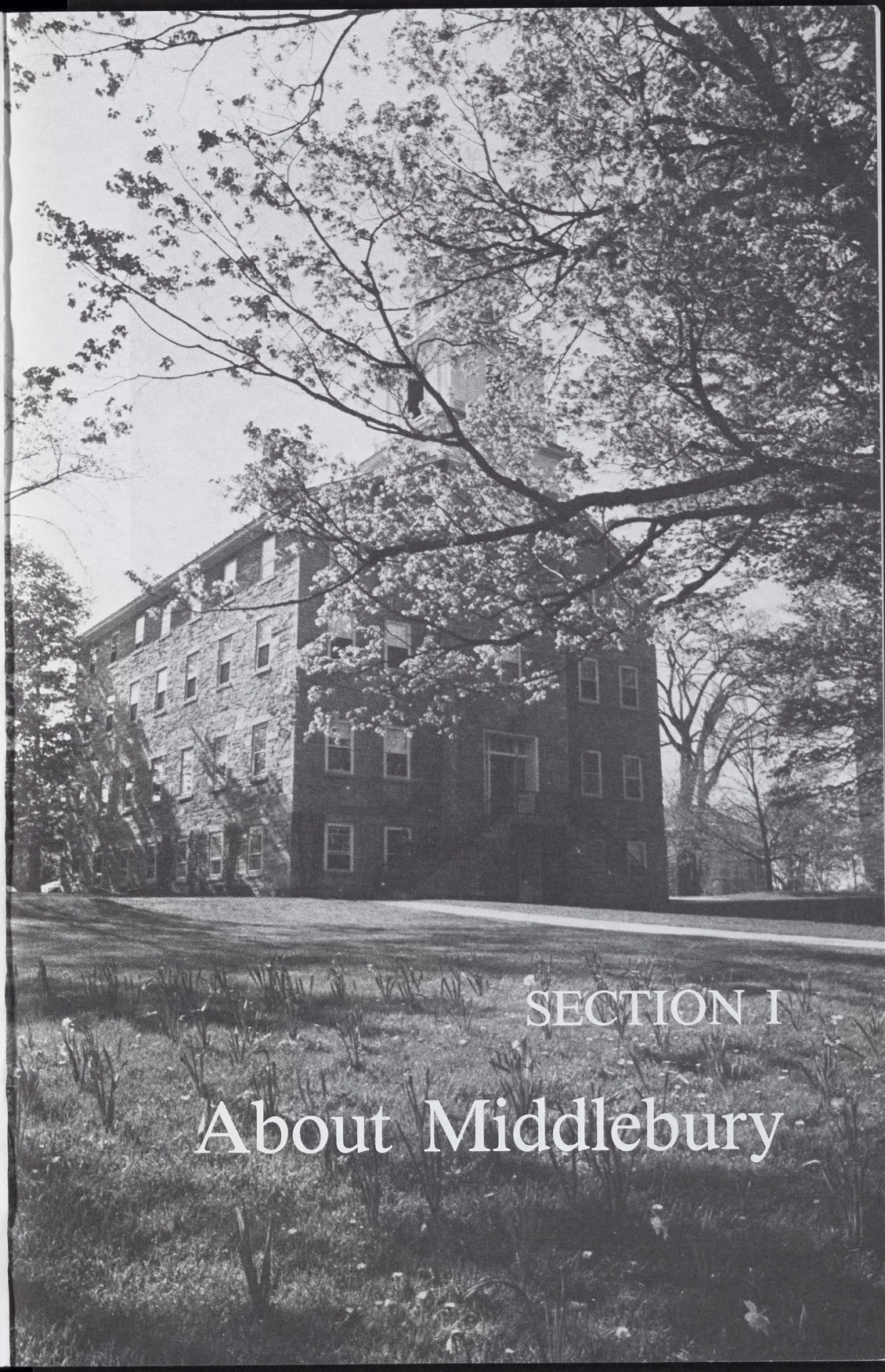
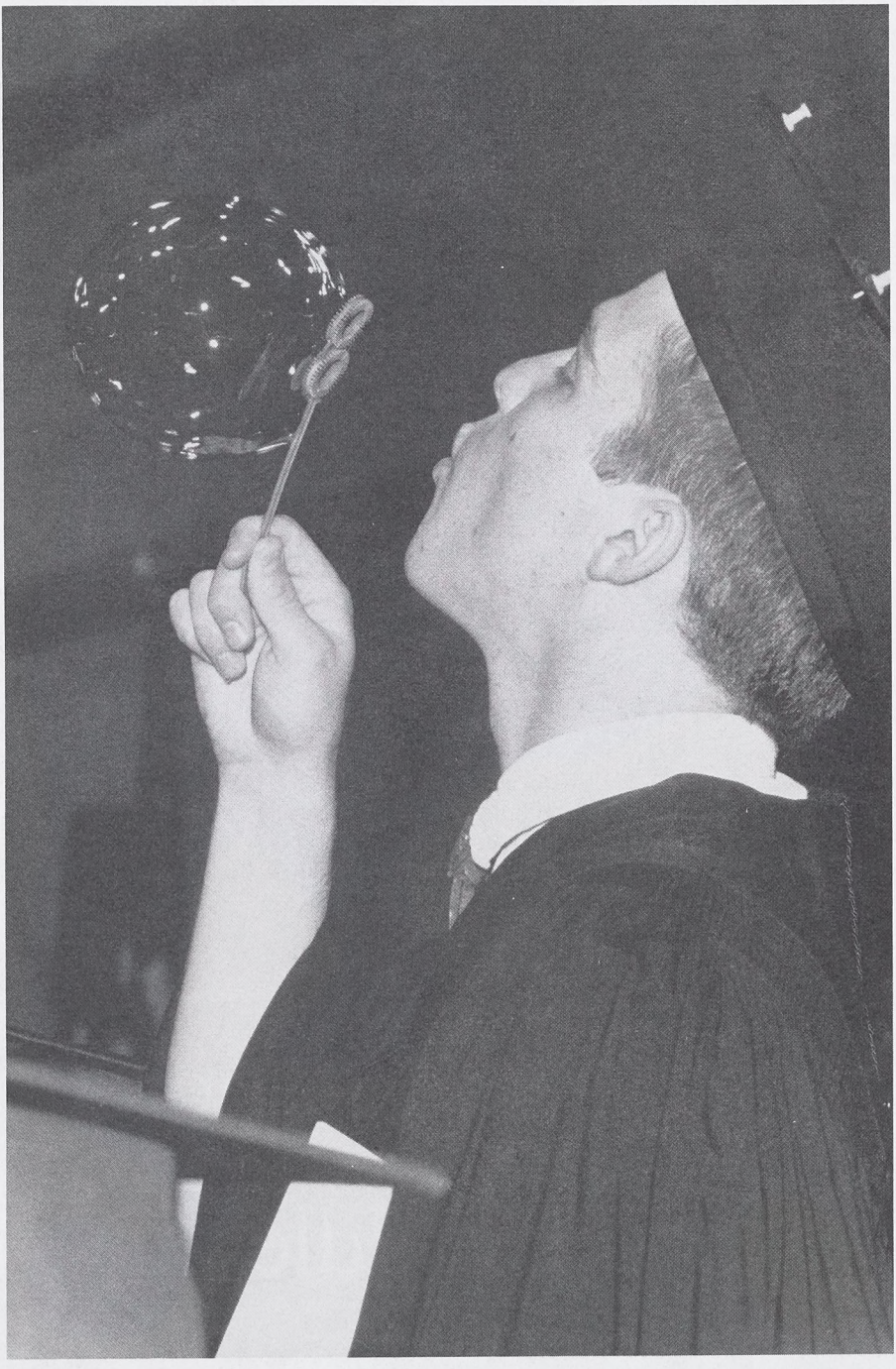


SECTION I

About Middlebury



To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students—a distinguished faculty, facilities for research, challenging programs, residential living—will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

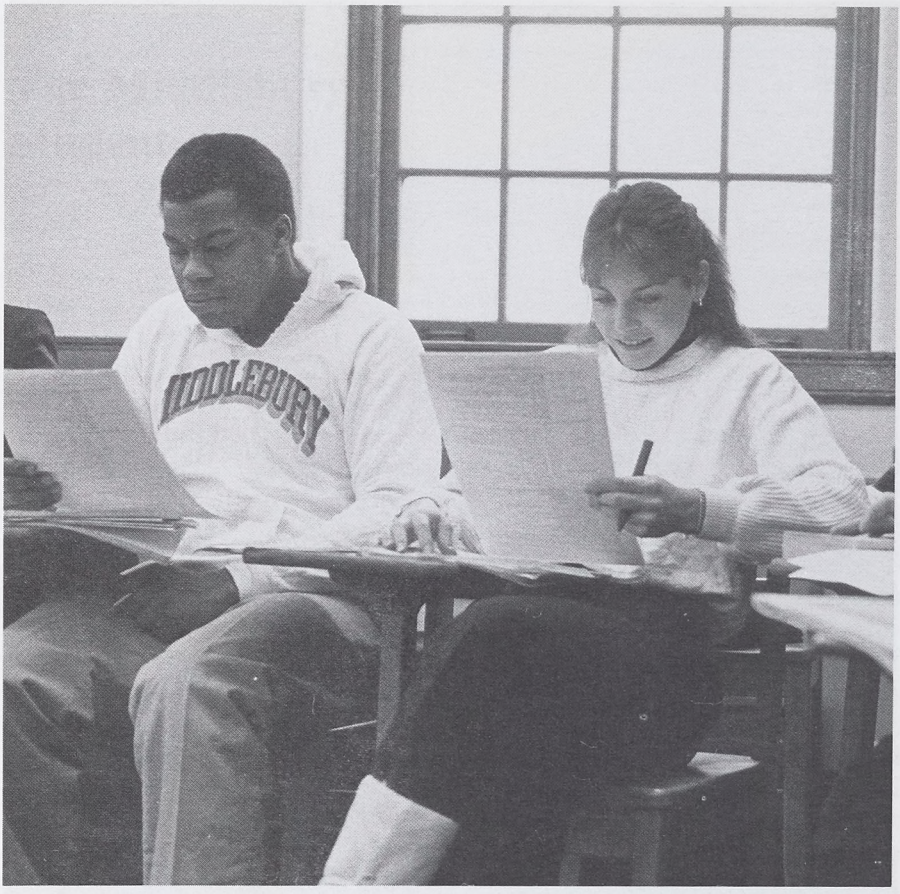
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co-educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for able and talented young men and women to have this opportunity.

Since Middlebury is a residential college, the great majority of the 1950 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable sociological education in the variegated ways of humankind; and the self-contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese, Japanese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow and Paris—the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln College, Oxford University, and it is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those



who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. Nearly two out of three of the matriculating students rank in the top 10% of their secondary school class. Their scores on standardized tests are similarly impressive. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for students who are intellectually hungry and who are willing to engage and wrestle with the issues of our times. Students who will contribute to the diversity of our community gain admission because of a demonstrated drive to achieve and excel, even when they may not have the highest standardized test scores or hail from the most prestigious secondary schools in the country. A talented writer, a dedicated painter or performer, or a creative computer programmer may be chosen because the College believes that he or she will add a special dimension to the community.

The College's 1,950 undergraduates (equally divided between men and women) represent 48 states and 32 foreign countries. In 1988–89, 41 percent came from New England, 30 percent from the Middle Atlantic, 9 percent from the West, 7 percent from the Midwest, and 6 percent from the South.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Middlebury is making special efforts to recruit minority group students. No student is denied admission because of financial need and for many years the Office of Financial Aid has succeeded in meeting the demonstrated financial need of all entering freshmen.

Any personality sketch of Middlebury students must be over broad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. They are bright, intellectually inquisitive and almost

everyone seems to be "into something"—from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, debaters, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 90% of the full-time Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Columbia, Yale, Princeton, and Stanford. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on programs and patterns of teaching. It is a young faculty—the average age is 42. Of 200 faculty members, 166 are full-time classroom teachers, for an effective student-faculty ratio of approximately 12:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision that makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Julia Alvarez, "Familiars," short story in *Conditions: International Focus on Women*

Glenn Andres, John Hunisak (and Richard Turner), *The Art of Florence*, Abbeville Press

Lynne Baker, *Saving Belief: A Critique of Physicalism*, Princeton University Press

Eduardo Bejar, *La textualidad de Reinaldo Arenas. Juegos de la escritura posmoderna*, Editorial Playor

Thomas Beyer, "Osip Mandel'shtam and the University of Heidelberg: Three Documents," *Slavonic and East European Review*

David Bumbeck, Ture Bengtz Memorial Award at 40th North American Print Exhibition of the Boston Printmakers

James Butler, recent one-man exhibitions at Smith College and Tibor De Nagy Gallery

David Colander (with Harry Landreth), *History of Economic Thought*, Houghton Mifflin

Susan Cook, *Opera for a New Republic: The Zeitopern of Krenek, Weill and Hindemith*, UMI Research Press

Elizabeth Dore, *The Peruvian Mining Industry: Growth, Stagnation and Crisis*, Westview Press

David Dorman, "Special values of the elliptic modular function and factorization formulae," *Journal für die reine und angewandte Mathematik*

S. John Gilkeson, *Middle-Class Providence, 1820–1940*, Princeton University Press

Claudia Henrion, "Properties of Subtle Cardinals," *The Journal of Symbolic Logic*

Edward Knox (with Huguette Knox), *Plus ca change: La France entre hier et demain*

Michael Kraus, "The USSR, Eastern Europe and Glasnost," *Freedom at Issue*

Bethany Ladimer, "Moving Beyond Sido's Garden: Ambiguity in Three Novels by Colette," *Romance Quarterly*

Marjorie Lamberti, *State, Society, and the Elementary School in Imperial Germany*, Oxford University Press

James Larrabee, "Infrared Spectroscopy of Half-Met Cyanide Hemocyanin: Evidence for Two Non-Equivalently Bound Cyanides," *Journal of American Chemical Society*

Russell Leng, "Crisis Learning Games," *American Political Science Review*

Ronald Liebowitz, ed., *Gorbachev's "New Thinking": Prospects for Joint Economic Ventures*, Ballinger Press

David Macey, *Government and Peasant in Russia, 1861–1906: The Pre-history of the Stolypin Reforms*, N. Illinois University Press

John McWilliams, "Poetry in the Early Republic," in *Columbia Literary History of the United States*, Columbia University Press

Brett Millier, "Modesty and Morality: Elizabeth Bishop, George Herbert, and Gerard Manley Hopkins," *Kenyon Review*

Kevin Moss, "The Last Word in Fiction: On Significant Lies in Boris Godunov," *Slavic and East European Journal*

David Napier, *Masks, Transformation, and Paradox*, University of California Press

Elizabeth Napier, *The Failure of Gothic: Problems of Disjunction in an Eighteenth Century Literary Form*, Clarendon Press

Margaret Nelson, "Providing Family Day Care: An Analysis of Home-Based Work," *Social Problems*

Victor Nuovo, *Visionary Science*, Wayne State University Press

Robert Pack, *Before it Vanishes: A Packet for Professor Pagels*, David Godine Press

Jay Parini, *Patch Boys*, Holt

Kirsten Powell, "Edward Burne-Jones' *Laus Veneris*," *Pre-Raphaelite Studies*

Robert Prigo, "Production of Real-Time Holographic Interferograms," (with Lubell) *American Journal of Physics*

Carol Rifelj, *Word and Figure: The Language of Nineteenth-Century French Poetry*, Ohio State University Press

Steven Rockeffeller, "Keiji Nishitani and John Dewey's Naturalistic Humanism," in *Encounter with Emptiness*, SUNY Press

Thomas Root, "Scorpion Neurobiology," chapter in *Biology of the Scorpionida*, Stanford University Press

Sally Sheldon, "The effects of herbivory on freshwater macrophyte communities in Minnesota lakes," *Ecology*

John Spencer, *A History of the Kenya Africa Union*, Routledge and Kegan Paul

Christopher Wilson, "John Quidor's The Return of Rip Van Winkle," *American Art Journal*

Richard Wolfson (with Pasachoff), *Physics*, Little, Brown & Co.

Phanindra Wunnava, "Life Cycle Union Effects Based on a Pooled Regression Technique: Evidence from PSID," *Southern Economic Journal*

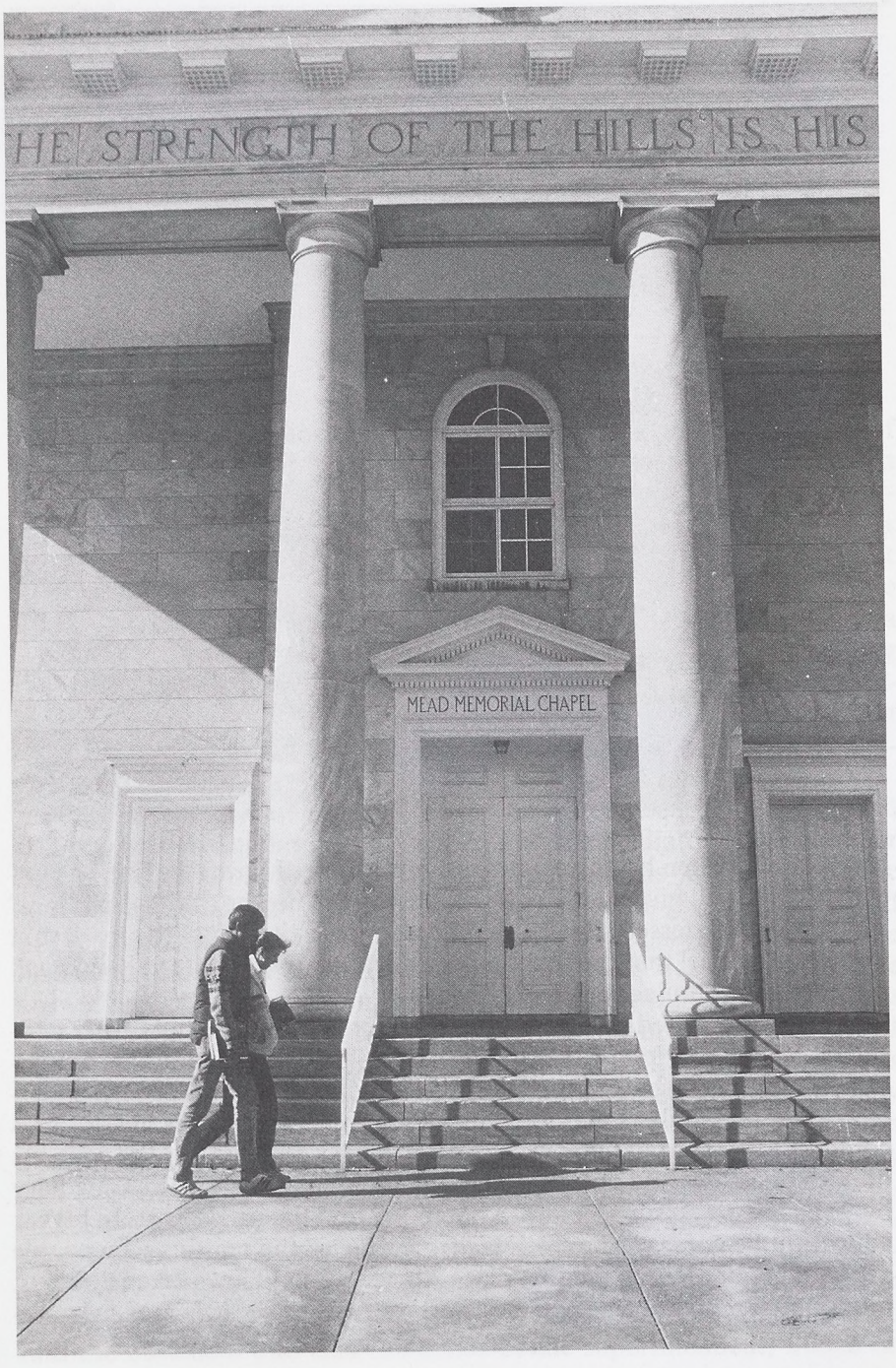
What Is "Higher" in Higher Education?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on

his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building." The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.


HE STRENGTH OF THE HILLS IS HIS
MEAD MEMORIAL CHAPEL

"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things—a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government has been organized very successfully around a core constituency based on department majors rather than dormitories or class years.

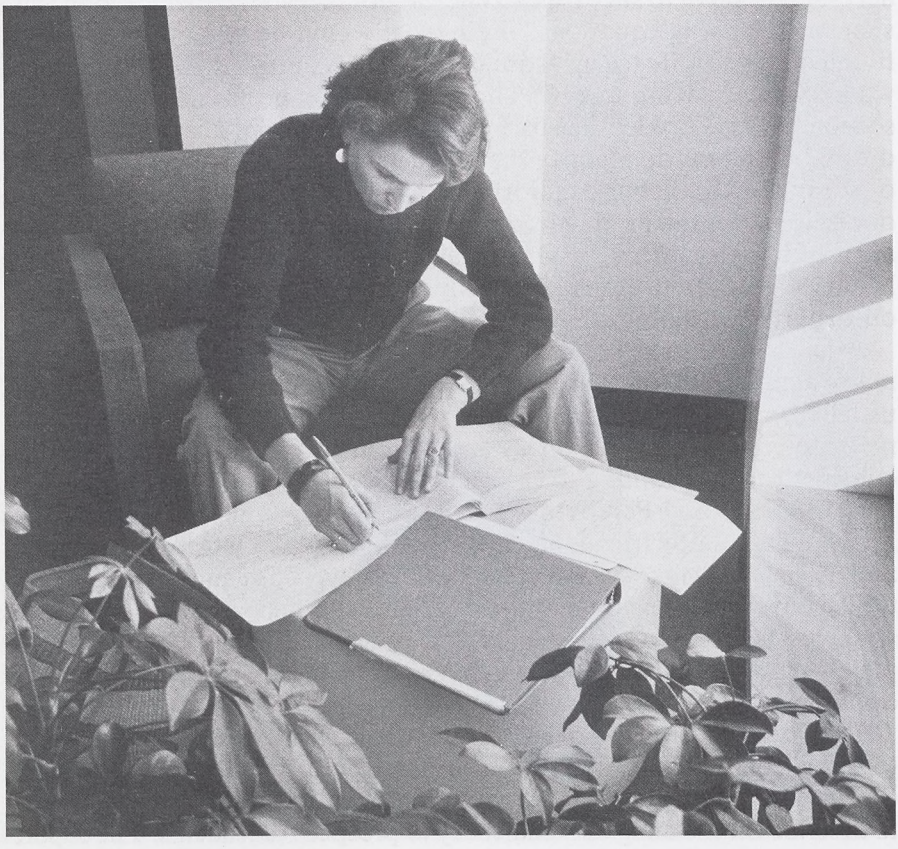
A large percentage of freshmen expect to change majors and indeed many actually do. During the freshman and sophomore years this can usually be done easily and it is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, Languages and Science may take on a range of complexity, depth and subtlety which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The depart-

ments are arranged here according to the four divisions of the College: Humanities, Social Sciences, Foreign Languages and Natural Sciences. There is a brief sketch of the program, personnel and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other disciplines of the humanities, such as American literature, philosophy or religion, since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American literature are many-faceted studies. They do not so much define a discipline



as carve out a subject matter which is approached from many directions – critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, religion and philosophy, a particularly intense interest in individual human experience. The social sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most personal core of human experience.

The departments of Art, Music, and Theatre, Dance and Film/Video complete the roster of the humanities. In these fields, too, personal, individual expression is central but they differ from the literary humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these fields – even those working in the more theoretical aspects of the subject – are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

Middlebury may well be unique among this country's liberal arts colleges in offering opportunities for the systematic study of American literature and civilization within a separate department of instruction which is not simply a sub-division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indication); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. Generally speaking, the American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is essentially interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range

as well as depth in their studies by completing courses in a number of participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Students will also study one other culture so that claims for Americanness can be comparatively determined. Although the focus of these two majors is somewhat different, each concerns the diverse elements of American experience not in isolation, but in their illuminating relations to one another.

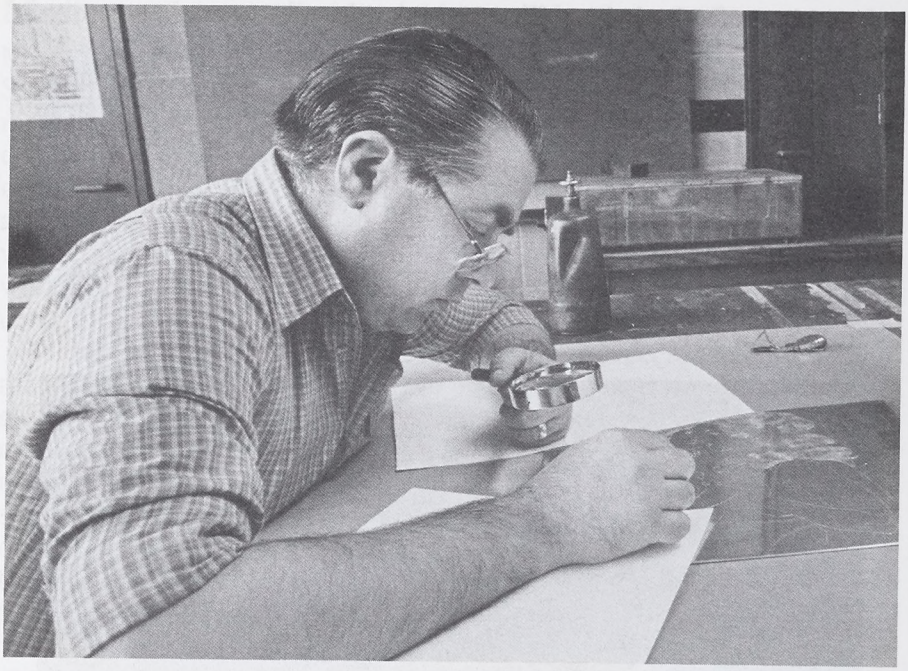
Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor, a photographer, and seven historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department brings a number of visiting artists to campus each year. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing, sculpting and photographing heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant or obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

To read analytically and imaginatively, to write accurately, and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the tradition of literature written in English. The teaching of these skills is reflected in the department's offerings: Freshman seminars, courses in the College Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative and expository writing courses. About knowledge of a literary tradition the poet William Meredith once

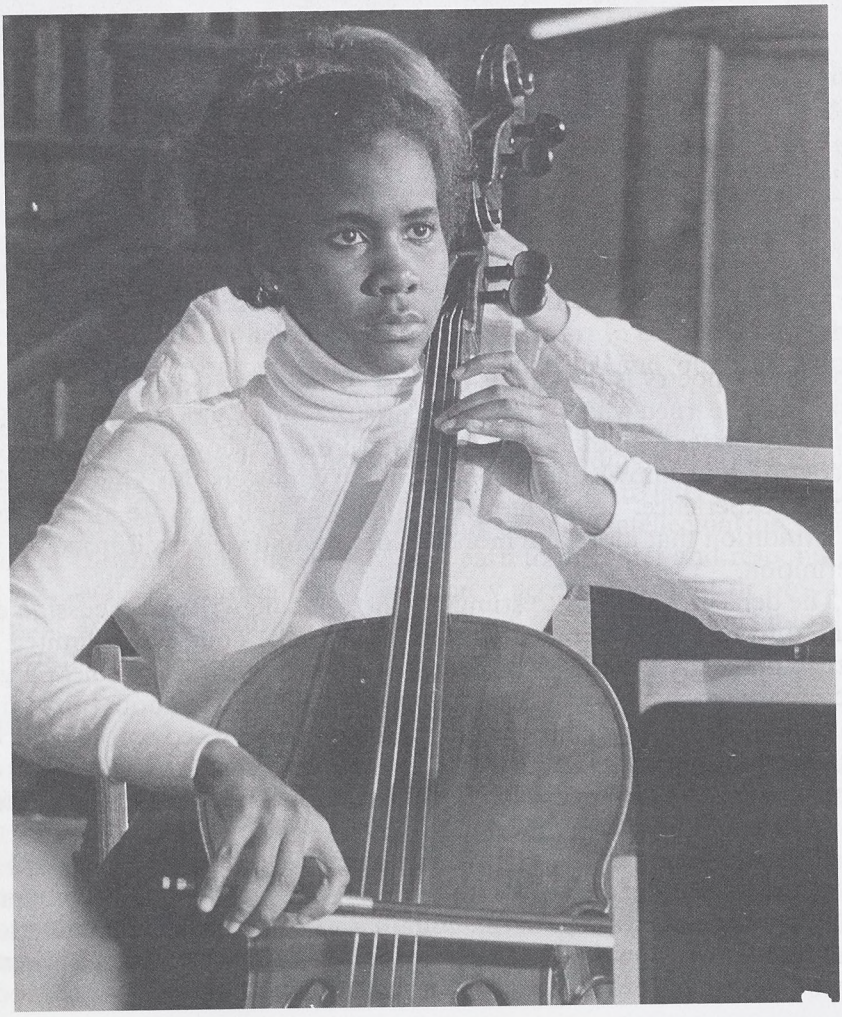


observed: "poetry is the source of most of my knowledge. I don't mean that I have learned what I know from poetry — that sounds a little bookish and a lot better read than I am — but that I have discovered what I know, recognize it as knowledge, in poetry. Poetry musters this kind of attention to experience." What he wrote applies as well to prose and drama, in a tradition that more and more reaches beyond western Europe for its definition.

The department seeks to stimulate the oral and written discussion essential to reflection about literature. Thus, most courses are limited in size to make the analysis of texts and of student writing possible. Larger lecture courses have discussion sections or are limited to about thirty-five students. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They follow a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

In most professions the ability to think critically, to read perceptively, to write cogently, and to speak persuasively are preconditions for success. In a typical year 20–25% of all graduating seniors are English majors. Some go on to graduate school in literature or writing, and then into teaching, and others elect from a diversity of vocations: law, medicine, journalism, banking. But no matter what the vocation, literature above all touches the imagination. As another poet, Wallace Stevens, wrote: "The imagination pressing back against the pressure of reality [. . .] seems, in the last analysis, to have something to do with our self-preservation; and that, no doubt, is why the expression of it, the sound of its words, helps us to live our lives."



Music

Music takes on a special flavor when taught in a liberal arts environment. Students and faculty both benefit from maintaining ties with other departments and disciplines. Such is true of music at Middlebury where the department shares the Johnson Memorial Building with the art department, and where our classes consistently have a healthy mix of majors and non-majors. The music faculty is committed to the liberal arts, and we are confident such an enriching environment provides our students with a better education than could be obtained in the isolated environment of a conservatory.

Middlebury music students are active and are expected to develop and maintain interests in and outside of music. The department encourages students to devise joint majors that allow them even more opportunities to combine their love for music with other liberal arts studies. Our department is small, and faculty and students work together closely. This personal attention allows students a great deal of freedom in their course of study. Music majors end up pursuing a variety of careers, realizing that the discipline of music prepares them for many seemingly unrelated fields.

We are especially proud of our blend of studio instruction and classroom study, a combination which thrives in the liberal arts setting. Our music faculty correspondingly lead double lives as performers/composers and classroom teachers/scholars. Around a core of classroom offerings in music theory, composition, analysis, and history, students take private lessons, and play or sing in the choir, chamber orchestra and early music groups. Students organize their own ensembles which are coached by faculty members. Last year, students performed in woodwind and brass quintets, a woodwind sextet, and a string quartet. The department also supports student-run groups such as The Sound Investment Big Band, Dissipated Eight and The Mischords. Many majors opt to give a solo recital as their senior project, though public performance is only one possibility for senior work.

Music at Middlebury benefits from several special facilities rare at a college of its size. A separate music library, also housed in the Johnson Memorial Building, has a collection of over 15,000 recordings, scores, periodicals, and reference books apart from the collection in the Egbert Starr Library. Students also work in the Helen Hartness Flanders Ballad Collection with its rare holdings pertinent to Vermont traditional music. And the department maintains a digital electronic and computer music studio featuring a state of the art synthesizer, the Synclavier II, with Sample-to-Disk capability. This studio, in a space large enough to allow classroom instruction, is one of the best of its kind in New England.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

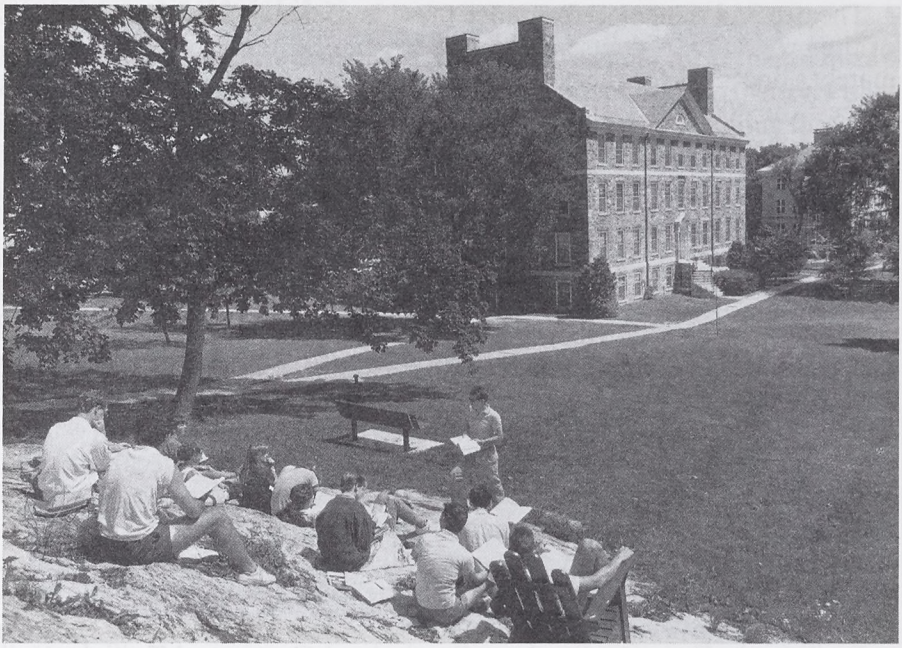
Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language and social science—which relate to their major fields of study.

Religion

Religion is a universal human phenomenon appearing in all cultures, and the religious life of a people is always intimately connected with their central beliefs and values. To study religion, then, is one way of exploring the ideas fundamental to the diverse cultures that have appeared in the course of history and of coming to appreciate what both distinguishes and unites various peoples.

The Department of Religion explores the many aspects of religion from various methodological viewpoints but two points of view predominate—the historical and the philosophical. An historical approach presents the forms of religious life in their social and cultural setting. The philosophical and theological approach inquires into the truth and meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular History, Philosophy and Sociology-Anthropology.

Very few students come to college expecting to take courses in religion—



and yet a significant number eventually do. This is not surprising. College years are a time of testing values and beliefs, and the study of religion can be very helpful in this regard. Many students take a religion course in order to acquaint themselves with a classic text like the Bible or the Bhagavad Gita or because they have heard good reports about a particular course and professor. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers or rabbis—though the College has produced graduates in each category.

Theatre, Dance and Film/Video

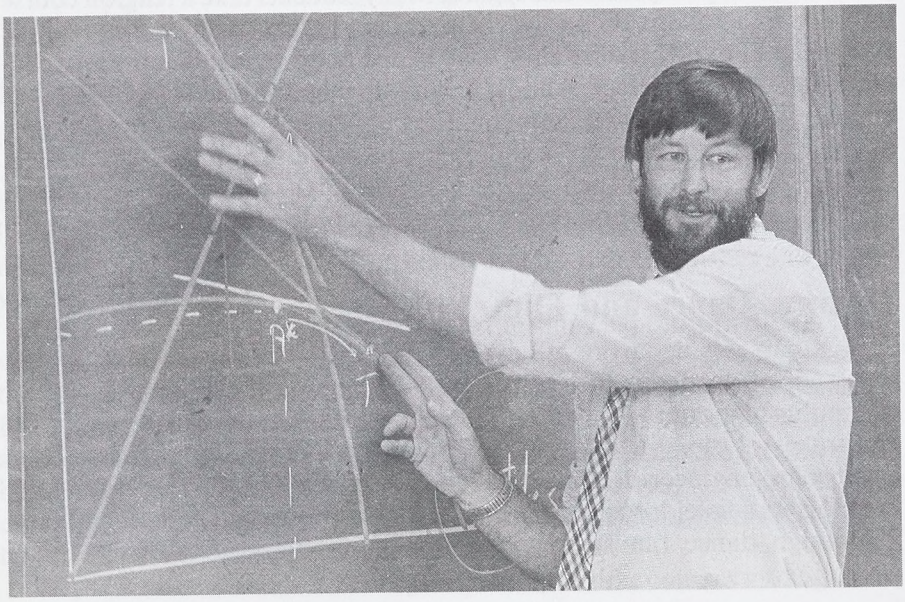
Students in this department have the opportunity to synthesize a wide spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, video, electronics, engineering and certainly some moral discipline. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, video-making, dramatic literature and playwrighting.

Theatre and dance performance provide a vital and rewarding aspect of the program. Students and faculty work together to present approximately a dozen performances each year. Productions occur chiefly in three spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, the Hepburn Zoo, which accommodates production of experimental theatre pieces, and the McCullough Dance Studio. The close rapport and creative energy generated in these group experiences is characteristic of the department.

The dance program focuses on the study, theory and style of modern dance, with experiential anatomy and improvisation providing an important complement. Repertory, performance and choreography are part of the advanced curriculum and the Dance Company of Middlebury offers performing and touring opportunities for qualified students.

The study of film, television, and video, emphasizes the history, criticism and aesthetics of the moving image (film, television, video), although opportunities do exist for students to create work, using video. While the major purpose of the program is to stimulate knowledge and appreciation of these important art forms, some attention is given to the way in which film, television, and video reflect the value systems, aesthetic ideas and intellectual concerns of this century.

Facilities in Dana Auditorium, Sunderland Center and Twilight Hall are among the best in the nation for film/video study, and the College maintains a major collection of classic and contemporary films on videotape.



SOCIAL SCIENCES

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, economics has been a popular subject not only at Middlebury but across the country. The extreme pressure for law and medical school admission and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution—Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of business schools after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the most technical of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

History is the study of change, and of the ways in which human beings meet change. Our present values, beliefs, our institutions and the ways we live are all the outcome of a long process of evolution, and cannot be understood without a comprehension of that process. Although at Middlebury the discipline forms part of the Division of Social Sciences, history has always been considered one of the great branches of humanistic inquiry and reflection, for in its examination of the ways in which men and women have met times of change in the past, and the ways in which in turn they have transformed themselves, it encourages us to transcend the narrow outlook of our own times, our own society, our own culture and our own nation. Whether we undertake the study of medieval French peasants, merchants in colonial America, or twentieth century third world

revolutionaries, we will inevitably come to understand more not only about the world around us, but about ourselves as well, however different may be our situation from that which we study.

The study of history moreover seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. The History Department at Middlebury offers a wide diversity of courses in different parts of the world. Although American history has been the most popular subfield in the department, there is particular strength in European, Asian and African history, and courses in Latin America have recently been introduced. Students in the department are guided through a carefully constructed program with junior seminars which prepares them to write the senior thesis. The thesis is, for most, the capstone of their academic career, for the department believes that training in research, critical analysis and writing is crucial for a liberal arts education and for the world beyond the classroom.

Political Science

Political Science is concerned with the most critical questions facing any social order: Who participates? Who benefits? How is order maintained?, not only in the United States, but in nations around the world, and in relations among nations. These are descriptive questions, but they raise issues that have normative components. To ask who should participate, who should benefit, and how order should be maintained, is to ask, what is justice?

Political Science employs a variety of methods to consider questions like these in a disciplined and rational manner. "Rationality" is conceived in two ways in the discipline and both are represented in the department. One way is through the empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; the other way is through the study of the philosophical works of classical and modern political theorists and the reflections of statesmen. In this manner the department seeks to educate its students in the tradition of the liberal arts and sciences, to prepare them for responsible and thoughtful citizenship, and to offer the proper foundation for students who wish to pursue graduate study in the discipline, or professional training in fields such as law or diplomacy.

The department offers courses in American politics, comparative politics, international relations, and political theory. Many political science majors spend their junior year away from Middlebury, either in one of the many available programs abroad, or in Washington. Through joint, double, or international majors, students frequently integrate the study of politics with a foreign language.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, social behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant research experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of the troubled human self distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family, and kinship, and gender roles; stratification and inequality; religion and ritual; work and economic behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, Asia (especially China and India), Africa, Afro-American cultures, and North American Indian cultures. Several courses deal with American society and its social problems: medicine, education, work, social movements, deviance, community structures and majority-minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data gathered during senior research. For the humanities-oriented, there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for

the student contemplating a career in any field involving extensive participation with other people—especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGES

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors.

Many language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc., also do so each year.

Chinese

Learning Chinese is an adventure in learning to think in a language dramatically different from Western languages while simultaneously gaining insights into a complex and rich culture. It takes a lot of hard work to attain meaningful competence in spoken and written Chinese, but there is no substitute for "learning the language" if one seeks a deeper understanding of one of the world's great civilizations. Moreover, becoming proficient in Chinese language and gaining "cultural competency" can often lead to exciting career options.

Middlebury's Chinese Department offers rigorous training in modern Mandarin in first year, second year, third, fourth and fifth year levels. Our beginning and intermediate courses are taught largely in Chinese. The more advanced courses, including two semesters of classical Chinese and a senior seminar, are taught entirely in Chinese. Chinese literature in translation courses are also offered every year.

Most students studying Chinese at Middlebury choose to attend *intensive* summer Chinese School at the intermediate or advanced level. Our students generally spend part or all of their junior year abroad studying advanced language courses in China or Taiwan. Some students majoring in another discipline will elect to study Chinese to advanced levels *and* to study in Taiwan or China for a semester of the junior year. Given Middlebury's unusually strong offerings in Chinese and in East Asian Studies courses, some other students studying Chinese language will elect to major either in the Chinese Department or in the popular inter-disciplinary major program in East Asian Studies.

Japanese

Japan's increasingly vital role in world affairs has caused a sharp upswing nation-wide in the numbers of students drawn to the fascinating study of Japanese language and culture. The Japanese Program at Middlebury offers students a challenging program of language training from beginning through advanced levels, supplemented by courses in the various disciplines which focus upon aspects of Japanese culture and society. Most students begin their study of Japanese language in the fall of their first year at Middlebury, often electing to participate as well in Middlebury's nationally-known intensive summer program. A full year of study in Japan during the junior year is encouraged. While some students elect to study Japanese language as a complement to a major in a particular discipline such as Economics or Political Science, those who wish to focus their studies upon Japan and the East Asian cultural sphere may choose the inter-disciplinary East Asian Studies major.

Classics

The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by rediscovering our great intellectual and artistic forebears and re-considering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity.

Biblical Hebrew is offered at several levels both for its importance in understanding the great classical civilizations and as an adjunct to courses in Jewish studies offered in the Department of Religion.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, English, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide acquaintance with the art and archaeology of the ancient classical world.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may choose from a broad range of upper level courses in language, literature and civilization.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Château. Members of the language faculty eat regularly with students in the Château dining room, discussing not only their course work, but perhaps a recent film, international events in the news, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Through consultation with the resident director, students then select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology. Courses are taught by French faculty at Reid Hall, at the University of Paris, and at the Institut d'Etudes Politiques.

German

Few entering freshmen will have studied German previously, and usually only a small number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a considerable number of German majors. Key to their success is a very carefully thought-out set of teaching materials from all media devised by the staff (a best seller nationally). These materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular university courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student is planned individually in consultation with the chairman. A program in Russian and Soviet Area Studies allows students to combine the study of the language with courses in the social sciences, an attractive combination for students interested in employment with government agencies or in commerce and industry. In addition to the academic year activities in Russian studies, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language. Select undergraduates may also study in a Soviet university for an entire academic year under an agreement recently signed with the Ministry of Higher Education.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples both in the Iberian peninsula and in Latin America. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid. Upon approval, they may opt to study in Latin America. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The program in Italian meets the needs of Italian and International majors, as well as those of students pursuing double or joint majors. The primary aim to develop a solid command of spoken Italian is met in the context of literary, humanistic and contemporary culture. An integral component of our philosophy involves the development of writing and analytical skills at an early level. To expand the College community's opportunity to understand the Italian contribution to Western civilization, we offer a number of literature courses in translation. Those students who are motivated to achieve greater fluency can participate in the Italian School during the summer. To complete and solidify their linguistic control and cultural understanding, we strongly recommend at least one semester of study at our School in Florence. It is our belief that the flexibility and range of course offerings available through Middlebury College, the Italian School and the School in Florence make Italian studies at Middlebury a unique program in the United States.

NATURAL SCIENCES

The facilities for the natural sciences at Middlebury College are excellent. The Science Center was dedicated in 1968. It has since been renovated in several phases to provide truly outstanding student laboratories, a modern computing facility, and a Science Center Library housing a majority of the collection relevant to the natural sciences. Lecture halls are equipped with modern audio-visual equipment and access to the main-

frame computer. Warner Science, housing mathematics, computer science, psychology, geography and botany, was completely renovated in 1978. Voter Hall has housed a modern computer facility since 1975, and was renovated and expanded in 1988. Although there are more than 150 terminals to the mainframe computer and more than two hundred microcomputers scattered across the campus, current plans call for an expansion of these facilities. All these facilities reflect the College attitude toward the natural sciences. Excellence is our goal, in our teaching, our faculty, our facilities and our students.

Middlebury offers strong major programs in biology, chemistry and biochemistry, geology, mathematics, computer science and physics. Unique interdisciplinary majors in environmental studies and Northern studies, with emphasis on the natural sciences, are available for students whose career interests span a variety of the more traditional disciplines.

The success of our majors in graduate schools, in professional schools, as secondary educators, and in the job force is the best measure of our programs. Strong training in the sciences on a foundation of liberal education is an unbeatable combination. Our philosophy has been to provide students with a faculty who are themselves engaged as productive scientists. The faculty is available to the students from their freshman year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline. Undergraduate science students have coauthored papers and presentations with their teachers and have received grants to support their research.

The natural science faculty also offer much to non-majors. The scientific approach is introduced in a variety of foundations courses and non-majors courses which invite the students to share in the joys of probing the mysteries of our universe. Science faculty also participate in the freshman seminar program and offer many concentrations which deal with modern and historical questions in our disciplines.

Biology

The Biology curriculum provides an excellent liberal education in diverse areas, including cellular and molecular biology, genetics, microbiology, zoology, botany, ecology and animal and plant physiology. Our alumni find that they are prepared for graduate study, medical and other professional programs, teaching, and the general job market. We are delighted that each year substantial numbers of our graduates pursue each of these goals. In the past six years, more than 95% of our graduates who have applied to medical programs have been accepted. Alumni who apply to graduate schools usually choose from a number of competing offers. Secondary school teachers who have majored in biology at Middlebury have

found a welcome in the nation's school systems, where a growing emphasis on the sciences and mathematics is taxing the supply of teachers.

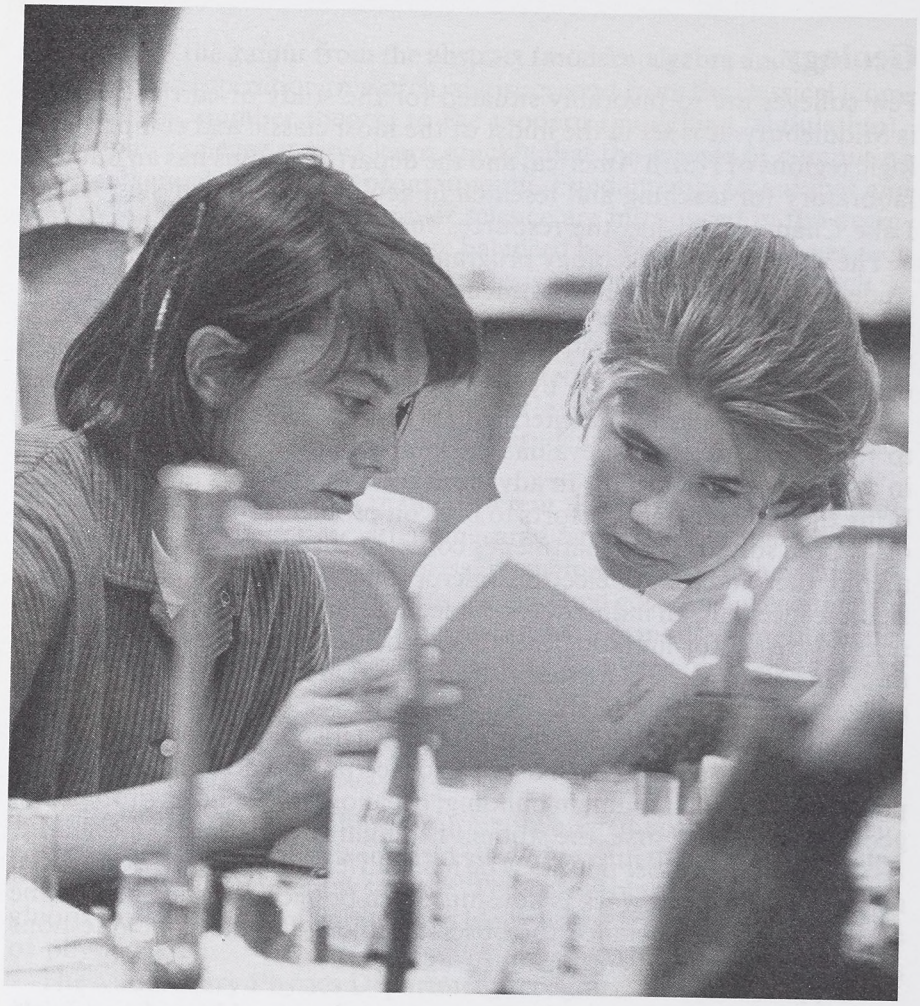
We are well-equipped to teach biology at every level. Our laboratory equipment includes an electron microscope, an ultracentrifuge, and electrophoresis and scintillation equipment which is all accessible to undergraduates. Our collections of living animals, plants, bacteria and fungi, as well as skeletons, skins and museum specimens, allow us to illustrate our lectures with examples that the students can examine and handle. Our microbiologist is trained in the latest genetic engineering techniques, and all of the faculty use computers in their teaching or research. Amazingly diverse aquatic and terrestrial systems are within a short drive of the college, and overnight field trips to our High Pond Field Station and to the coast are an important part of our field courses.

The department is particularly proud of the scholarly activities of its faculty and their students. Each of us delights in nurturing undergraduate research. Students frequently accompany their mentors to national meetings where the students present the results of their work to the broader scientific community. Current faculty research interests in the department include locomotion in scorpions, plant stress physiology, extranuclear inheritance in wasps, mechanisms responsible for the secretion of calcium into milk, reproductive strategies of squirrel populations, competition among aquatic macrophyte species, and human intestinal bacteriology. But our interests are shaped by those of our students, and our faculty is unique because of the depth and breadth of interests represented by the seven professors in the department.

Chemistry and Biochemistry

Ours is a chemical age. The rate of accumulation of new chemical knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the programs in chemistry and biochemistry at Middlebury is not the memorization of countless facts; instead they emphasize the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical and physical. Chemistry majors usually complete this core by the end of their ju-



nior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years more than two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of chemistry. Others have done as well as industrial chemists or as teachers of chemistry, and in nonscientific fields as far removed from chemistry and biochemistry as banking and insurance.

Geology

Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

The strength of the geology program is the close relationship between students and faculty. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit, an inductively coupled plasma spectrometer and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics and Computer Science

Courses in the Mathematics and Computer Science Department draw students with a wide spectrum of interests, from prospective majors in the natural and social sciences, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering in mathematics or computer science the intellectual excitement they seek.

In mathematics, freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of computing has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class.

Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, simulation).

Computer science majors learn quickly that the science of computing represents much more than programming. Fundamental techniques and the key subdisciplines of computer science are introduced in the beginning courses; upper level courses are balanced between systems issues such as operating systems and compiler design; application areas such as graphics and artificial intelligence; and theory, such as analysis of algorithms and computability. Much of the excitement of the study of what can be computed comes from seeing repeatedly how theory and practice interact with each other. State of the art equipment is used in courses at all levels, as well as being available to students working on their senior projects.

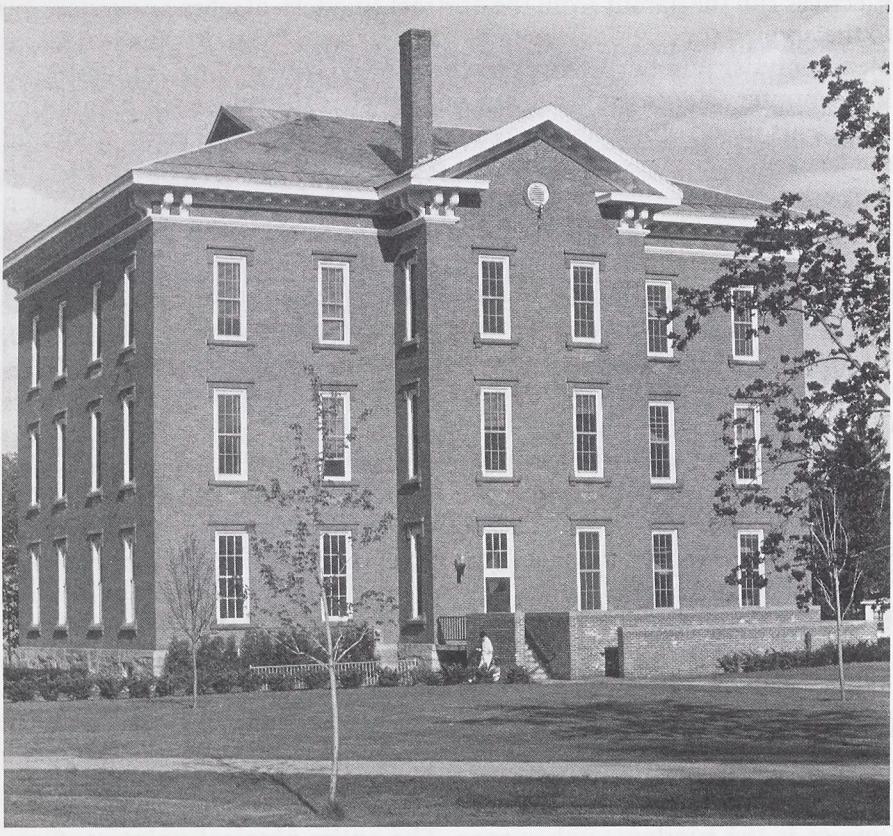
Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in mathematics, statistics, computer science, business, medicine and law. Others are employed as actuaries, technical writers, teachers and government economists. Professional opportunities for those with backgrounds in mathematics and computer science are expanding every year *(see also page 50)*.

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, engineering, teaching, or business. For the nonscientist the department offers "Physical Reality and Human Thought" and "Introduction to the Universe," as well as two more applied courses, "Nuclear Technology" and "Structures and Machines."

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using some of the world's largest telescopes, plasma physics,



atomic spectroscopy, laser holography, biological effects of ultrasound and high-temperature superconductivity.

The department is well equipped and its faculty members are active researchers in a variety of areas, including astrophysics, nuclear physics, laser spectroscopy, ultrasonics and solid-state physics. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. *(See pages 90 to 92 for other, off-campus, special programs.)*

PROGRAMS WITH MAJORS

American Civilization

The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in American History and Literature, supplemented by an interdisciplinary major field and study of another culture lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the Classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff that includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples. Related or comparative studies with other Asian peoples and cultures are possible. Contemporary social, political, and economic issues of East Asia are important components of study.

Environmental Studies

Environmental Studies is an interdisciplinary major that emphasizes the natural sciences, economics, geography, literature, sociology and philosophy. The program is well suited to students with interests in wildlife management, environmental geology, physical and cultural geography, journalism or nature writing, environmental ethics and law, and resource economics. Middlebury's locale within the Champlain Valley and access to the nearby High Pond Nature Reserve afford opportunities for field work in these areas.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline at one of the Middlebury College Schools Abroad or an approved equivalent, depending on the availability of such courses.

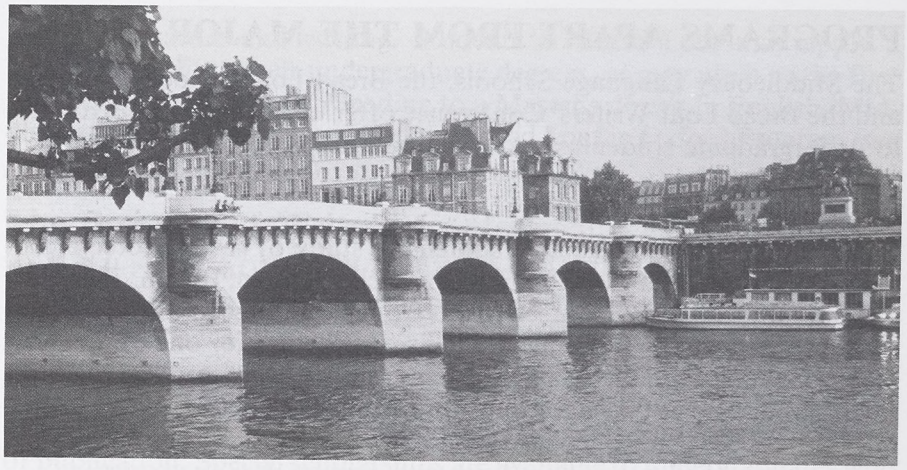
A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

International Politics and Economics

The major in International Politics and Economics combines interdisciplinary work in political science and economics at Middlebury with study abroad. This program is particularly well-suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to its normal requirement of the full year of language study abroad, so that majors may attend programs, such as the Middlebury school in Moscow, where only one term of study is offered.

Literary Studies

The College offers a unique combination of resources for the study of world literature. In addition to the wide range of courses offered by its distinguished departments of English Literature and American Literature and Civilization, it provides instruction of high quality in the literature of the classical and modern European languages (as well as Chinese). The Program in Literary Studies was conceived in order to make the full range of these resources available to students seeking to achieve a broad awareness of major literary achievements of different historical periods and cultures. Besides helping to develop such a comprehensive perspective, the Program—through its emphasis on study of the original languages—ensures a mastery of texts in at least one foreign language; it therefore enables students to complete their training by undertaking comparative work in depth in a specific literary period or genre, or intensive work in the literature of a single culture.



Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. The program offers specialized courses treating Arctic and Subarctic and Alpine environments, biota, Northern Cultures, history and public policy. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester in residence there gain direct field experience, living and conducting research in a truly northern environment.

Russian/Soviet Area Studies

The Russian/Soviet Area Studies Program encourages an interdisciplinary approach to the Soviet Union and its people. Students receive a foundation in Russian and Soviet history and develop an understanding of Soviet economics, geography and politics. Participants are also required to gain proficiency in Russian by completing three years of intensive language instruction.

Provided with this background, students are uniquely prepared to take full advantage of either a semester of study at the Pushkin Institute in Moscow or a full year of study at another Soviet Institution under the auspices of the Consortium for East-West Cultural and Academic Exchange. Upon return from the Soviet Union, students are encouraged to take a senior seminar and/or project using their language and cultural skills in one of the following departments: Economics, Geography, History, Political Science or Russian. This combination of broad training in the social sciences and rigorous language expectations is intended to enhance the qualifications of the next generation of Americans who will be called upon to deal with the Soviet Union.

PROGRAMS APART FROM THE MAJOR

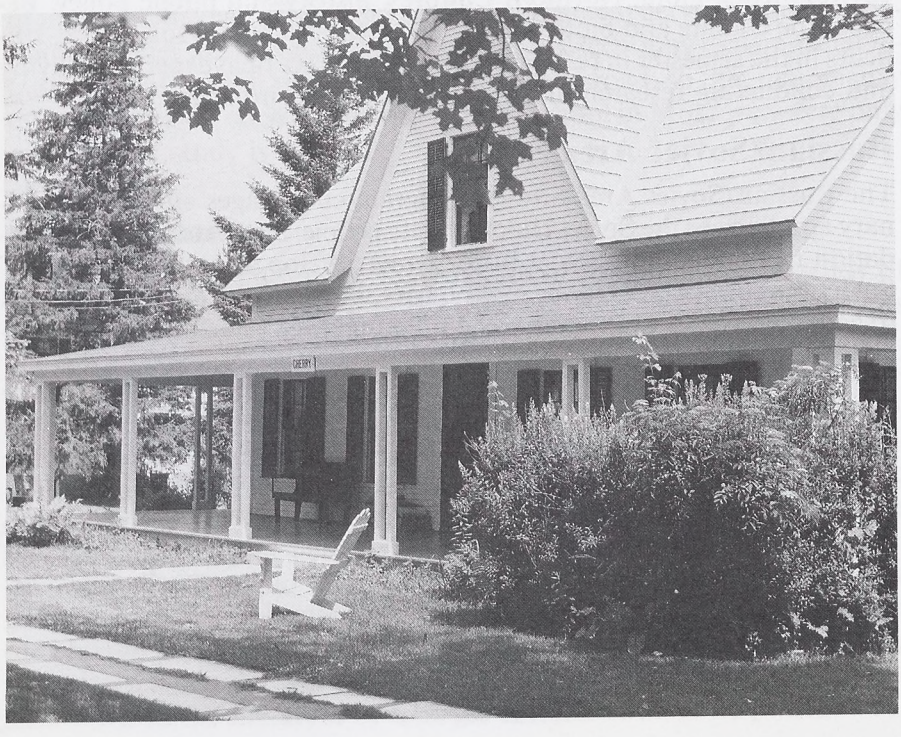
The Middlebury Language Schools, the Bread Loaf School of English and the Bread Loaf Writers' Conference offer exceptional opportunities to undergraduate students at a small college.

The Language Schools

Each summer the College offers intensive study of several foreign languages and cultures: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Many students attend as preparation for one of the Middlebury schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits towards a Middlebury advanced degree *(see also pages 239–240).*

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of



English literature and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a Master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford Program *(see pages 50 and 240).*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend *(see page 240).*

New England Review and Bread Loaf Quarterly

The College publishes the *New England Review and Bread Loaf Quarterly*, featuring poetry, prose and criticism by the country's most distinguished writers. NER/BLQ appears four times each year.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may apply to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Nearly four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad during their junior years; many spend the whole year out of the country, and others simply one semester. More than half the students abroad attend one of the five Middlebury Schools

Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency *(see page 240).*

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year five sophomores are selected to read in English, History, and Politics, Philosophy and Economics at Lincoln and Worcester Colleges. They will be matriculated Oxford students who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury upperclassmen majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar/tutorial, and earn two course credits towards their undergraduate program. Students live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

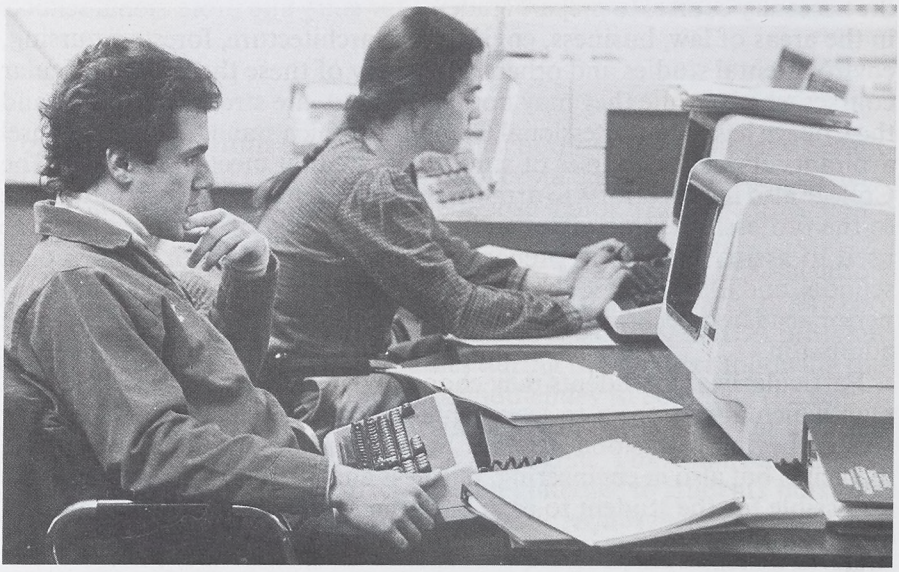
Computer Science

A recent visitor to Middlebury's Ballenger Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time-sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of one of Middlebury's microcomputers to prepare the first English translation of a Russian novel. And at the next bank of terminals. . . .

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for

these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The College owns approximately 125 Apple Macintosh microcomputers, 15 IBM PS/2's and 25 IBM or Zenith PC's; our libraries provide software on loan to students, and microcomputers can access our VAX "supermini" computers using modems and phone lines. Middlebury College currently supports the transfer of text files to our VAX computer (for example, to print documents on our laser printer) from the IBM-PC or compatible, Macintosh, or Apple II. Our software library for the IBM-PC and Macintosh is constantly expanding.

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer Science Department offers introductory, intermediate and advanced courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can elect a Computer Science major. They can also combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications *(see also page 107)*.



Teacher Education

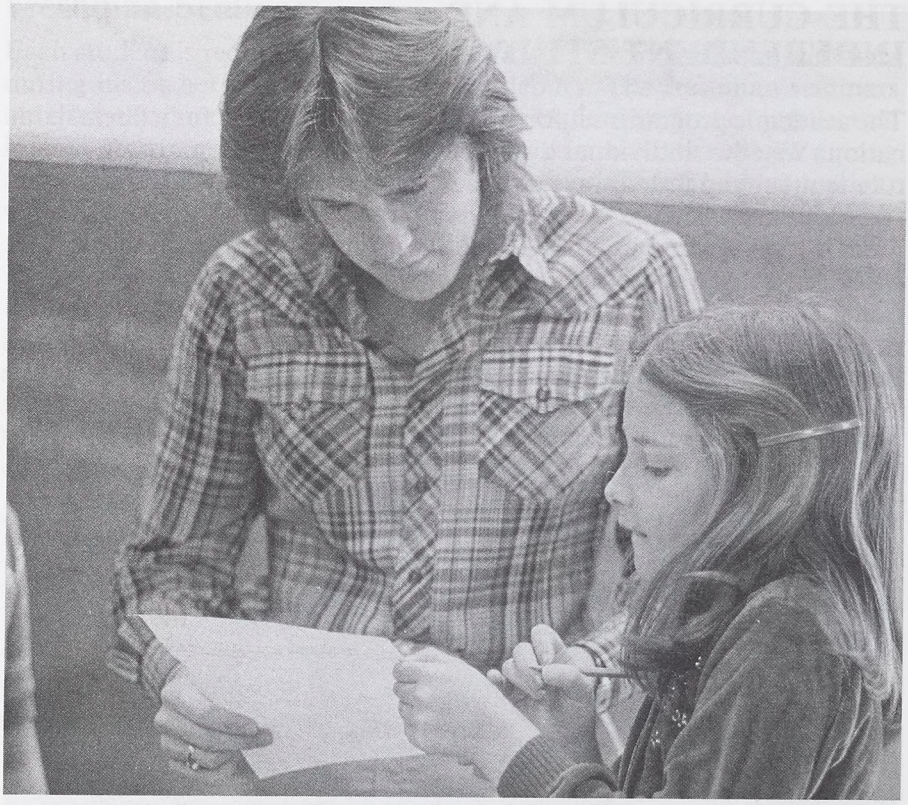
Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program fulfill a normal major requirement and complete a series of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Graduates of the Teacher Education Program can be fully certified by the State of Vermont for teaching in most of the states in the United States *(see page 229).* An innovative new program—the Ninth Term Teacher Education Program—invites graduates of Middlebury to return to the College for an extra semester, at a modest cost, in order to complete student teaching in the Teacher Education Program.

Premedical and other Preprofessional Programs

Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient.

The premedical program and several others—such as predental and preveterinary—demand that the student take a number of specific courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools in the areas of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has a Preprofessional Committee which stands ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. Such plans are available not only in medicine, but also in engineering, business and nursing. These plans make it possible for the student to earn both the Middlebury B.A. and the ap-



propriate degree from the professional school. Other programs permit early assurance and early decisions on acceptance and deferred matriculation, allowing students to use their post-senior year for other commitments.

For students interested in a business career, Middlebury, in association with the University of Chicago Graduate School of Business, offers two juniors the opportunity to gain admission to the Chicago MBA program and begin their business school studies during the summer following the junior year. These students return to Middlebury to complete the senior year and may then continue to pursue the MBA at Chicago at anytime within three years of receiving the B.A. degree. The Chairman of the Preprofessional Committee offers special guidance to students pursuing any of these cooperative programs. *(For basic requirements see page 90.)*

THE CURRICULUM AND INDEPENDENT STUDY

The academic programs set forth above are benchmarks for a liberal education. Whether individual disciplines or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. Yet at each point in the curriculum at Middlebury there is a recognized way for students with initiative, special talent, and a demonstrated ability for independent work to move in their own directions. The following paragraphs give a brief overview of the structure of the curriculum, and set forth the ways in which independent study is either expected or encouraged.

Freshman Seminars

Each student is required to elect one of a number of freshman seminars during his or her first semester at Middlebury. The freshman seminars are thematic courses which are designed to explore an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional academic disciplines. Each freshman seminar will have an enrollment of no more than 15 students in order to provide ample opportunities for class discussion. Freshman seminars are offered in all fields of the curriculum, providing each student the opportunity to choose a seminar in a subject of interest. The freshman seminars will have an intensive writing component, geared to the subject matter of the seminar. The instructor of each freshman seminar will serve as the freshman faculty adviser for all the students enrolled in the seminar. Because of their interdisciplinary nature, freshman seminars will not normally satisfy departmental major requirements.

Foundations Courses, Concentrations, and Distribution Requirements

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in-depth study in one area defined by the major. In consultation with an academic adviser, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major.

In planning his or her curriculum each student elects a concentration, in addition to the major. The objective, again, is to ensure some breadth as well as in-depth study in a student's educational program during the junior and senior years. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration and the possibilities for the imaginative student are great. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

All students who entered Middlebury in the Fall of 1988 or later must complete a distribution requirement consisting of a minimum of two courses in each of the following four areas: Humanities, Natural Sciences, Social Sciences and Foreign Languages/Area Studies.

Independent Projects

Students with strong records and a particular interest may apply to a department to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independent Study and the Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in multi-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly popular in recent years. All departmental majors—even the most structured—encourage, if they do not insist on, independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

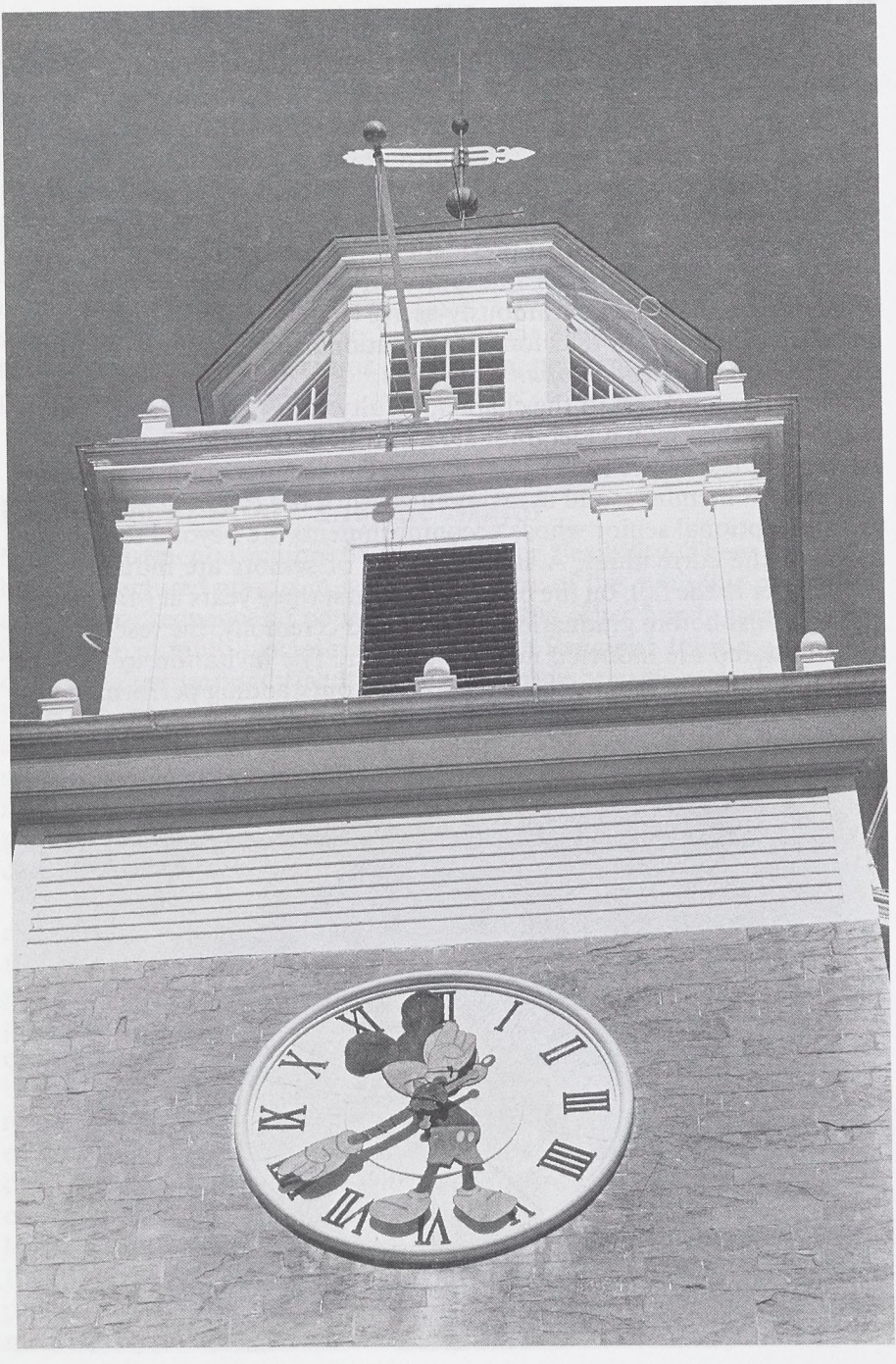
The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love of wisdom guide you through life.

Jeremiah Atwater, the first president of the college, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously-active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa*.

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty in the chapter of outstanding performance in the pursuit of the liberal arts education.



A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years—freshman through senior—remains the ideal way to undergo and enjoy the development in one's intellectual, social and spiritual life that college can generate.

Students arrive, then, as freshmen—most in September, but many in February. As entering freshmen, they must complete a freshman seminar. A second writing-intensive course must be completed by the end of the second year. Throughout the first two or three semesters, most students experiment with courses that may lead to a major. By the middle of the sophomore year, a preliminary choice of major has been made, although some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of major by the end of the freshman year. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work such as a thesis, seminars or a general examination, which is designed to promote in-depth research and an integration of knowledge.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of 4 weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital – all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Human Nutrition: Concepts and Controversies; The Experiment Works, But What Do I Do With All These Numbers?; In Search of the Historical Jesus; Prison, Culture and Structure; Sense and Nonsense: Reading Journalistic Economics; Ethics and Public Policy.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem

or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in winter term: In addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the winter term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in winter term are:

Internships: Students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont College of Medicine. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: These permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, this freedom from structure means that responsibility rests with the individual student to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. A former Dean of Students summed it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50s (or the 20s) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10 p.m. Most of the College dormitories are coeducational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that loneliness is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas

and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. In-

dividual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's rural setting has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is essentially a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything, from KDR to a weekend birthday party for the student down the hall, is likely to be swept in and asked to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana Auditorium and Twilight Auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

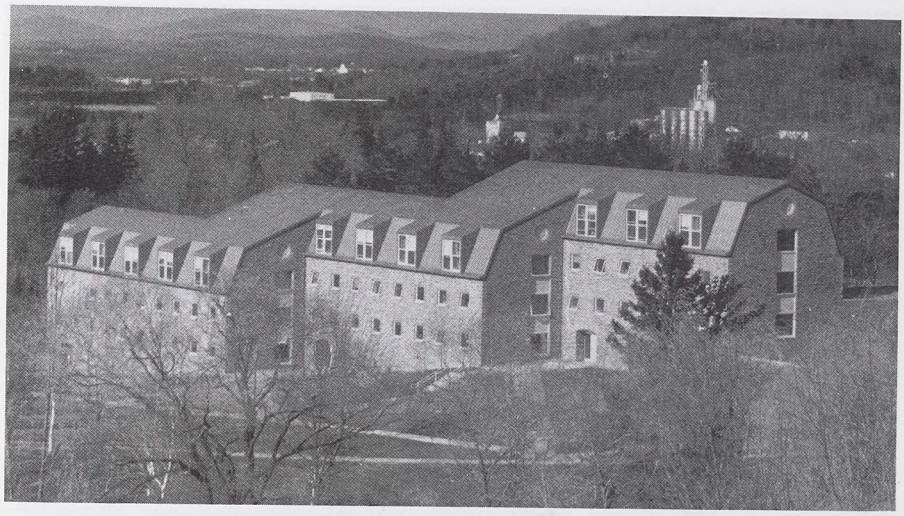
At last count there were 70 student organizations which had formal constitutions approved by the student government. These run all the way from special interest groups like the photo club through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and the student government.

The College newspaper, *The Campus,* is probably the most provocative student voice, and its opinions often precipitate heated discussion among administrators, faculty and students. The radio station, WRMC, is a one hundred watt educational station which has an exceptionally committed staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. During the academic year programming features music, sports, interviews and news, and in the summer the emphasis is on the fine arts. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice. A journal, *Section 8,* is devoted to the visual and performing arts at the College.

The student-run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The three-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, and the May Day festival are other special occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique.



The main body of student government is called the Student Government Association. This body is composed of representatives of the advisory councils of the thirty-nine academic departments and programs. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Government Association. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Student Government Association is elected at-large. Special elections are held for freshman representatives.

The Student Government Association has direct responsibility in the expenditure of the student activities fee, which amounts to over $250,000 in aggregate in any year. More importantly, the Student Government Association appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all-College council for student life is the Community Council, which is co-chaired by the Vice President of the Student Government Association and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

MEMORIAL FIELD HOUSE

Sports: Intercollegiate, Intramural and Individual

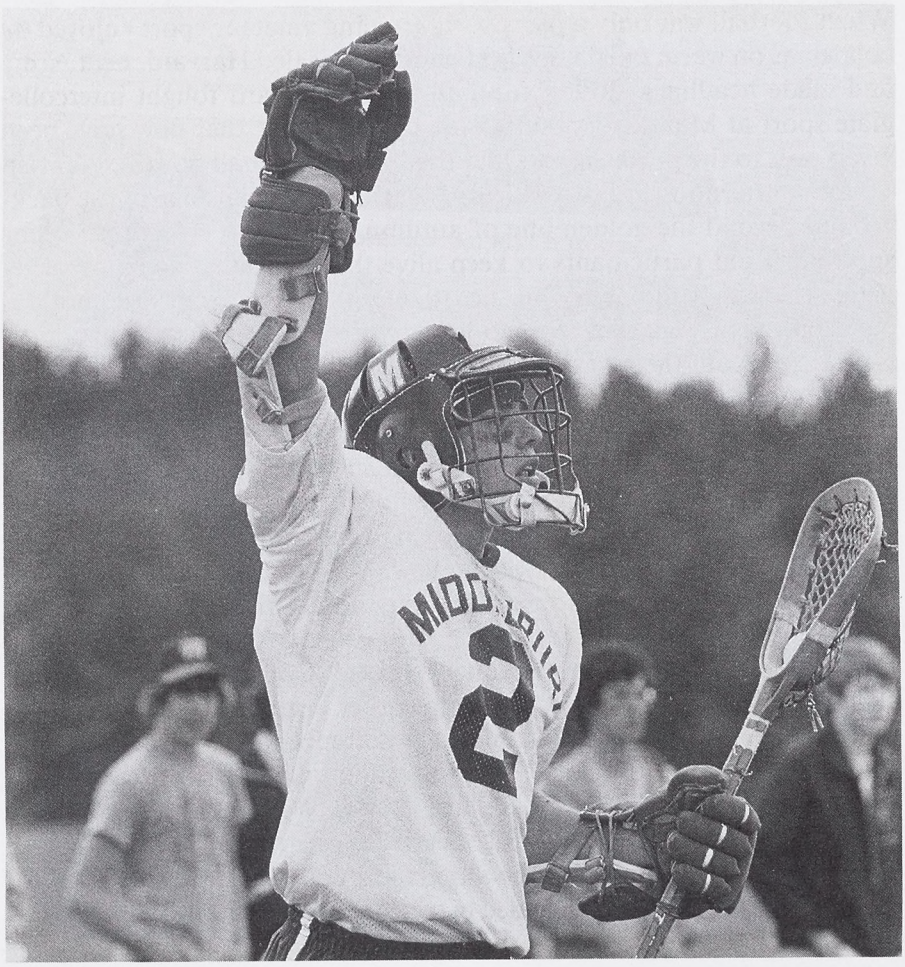
When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury—it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970–1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC's aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their men's and women's teams.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, alpine and nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, alpine and nordic skiing, squash, swimming, lacrosse and track. There is also a junior varsity program in most intercollegiate sports.

The College provides its students with their own ski areas—the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow



Bowl is ideal for novice and expert alike. Snow making equipment was installed in 1984. Two double chairlifts and a triple chairlift serve fourteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Carroll & Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to qualify in three seasons of lifetime sports, either through intercollegiate competition or by taking a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, ski touring, scuba diving, aerobics, archery, cycling, conditioning and platform tennis.

Intramural and Club Sports

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events. Most of the intramural programs are co-ed. Intramural games are scheduled in basketball, track, golf, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. A club sports program includes squash, frisbee, martial arts, cycling, polo, riding, scuba, fencing and separate men's and women's rugby and volleyball teams.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, downhill and cross country skiing, golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing—all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from both large cities and small towns will be impressed with the strong and growing network of social services in the area. Situated in a rural state with low population density and surrounded by farmland, Middlebury, as the county seat of Addison County, houses many of the social service agencies in the region. The proximity of these agencies to the College campus offers students a unique opportunity to participate in the life of the town and surrounding community. Each year about 500 students volunteer in one of the several programs with which the College is affiliated.

One of the oldest programs involving student volunteers is the Community Friends program. Community Friends provides College students with a 1:1 match with someone in need. The students may choose their "friend" from the following four groups: children between the ages of 6–12 (similar to the Big Brother/Big Sister Program now enjoying nationwide success); people who are elderly; people with mental retardation; or people with mental illness. The students meet with their "friend" for a few hours each week and participate in special social activities scheduled throughout the year. Through all these matches students fulfill a critical need while at the same time expanding their own social networks.

Porter Medical Center is within walking distance and provides volunteer opportunities not only for those students who plan to go on to medical school but also for students interested in accounting, social work, plant management and many other areas.

The Volunteer Income Tax Assistance program (VITA) uses students to assist community residents who could not otherwise afford assistance with their income tax forms. Interested students commit two hours a week and attend a series of training sessions led by an I.R.S. representative. VITA volunteers not only provide a beneficial service, but in so doing, also gain valuable practical experience in a potential career field.

There are many other ways in which students serve the community. Stu-

dents volunteer at the various day care centers in town, provide tours at the local Sheldon Museum, serve as readers to the blind, join the Court Diversion Board and much more.

Community service programs at Middlebury are a two-way street: while offering students an opportunity to complement their academic, career, or social interests, the programs also allow the students to fulfill a valuable and much needed role in the community.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 36 courses. Only six courses with D grades may count toward graduation.
2. Enrolled students must take a winter term course.
3. Students may not elect more than 16 fall or spring term courses, or more than two winter term courses in their major department.
4. All freshmen must take a freshman seminar in their first semester at Middlebury.
5. All students must elect a course in the writing program during their second, third or fourth semester at Middlebury.
6. Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four academic divisions: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies.
7. In addition to a departmental major (or its equivalent) students must complete a concentration in a division outside of their major. A concentration is a structured program of 4 or more courses.
8. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalog is also required.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle.

Residence Halls

Middlebury is a residential college and students are expected to live in College residence halls. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regula-

tions. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from College or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety or health hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dressers and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

Students are expected to take their meals in the College Dining Halls unless excused by the Dean of Students.

Health Services

The College offers students basic primary health care in and through the George Parton Health Center, the Center for Counseling and Human Relations and the Sports Medicine Center. The Health Center is a nurse oriented clinic. It is staffed twenty-four hours a day by trained, experienced nurses who examine and treat most common health problems as well as provide health education and referral. The Health Center nursing staff is supervised by a Medical Director/physician, who is available to see students by appointment. In addition there are limited inpatient facilities available at the Health Center. If a student needs to see a physician at a time other than the College physician's scheduled hours, he or she may be seen at the Porter Medical Center Emergency Room, which is located nearby and is staffed twenty-four hours a day by a physician. Emergencies are handled by Porter Medical Center. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Counseling and Human Relations Center is staffed by three full-time psychological counselors, and a part-time psychiatric consultant. In addition to short-term therapy, diagnosis and referral, the Center offers a variety of outreach programs on campus dealing with drugs, alcohol abuse, interpersonal relations and other issues related to campus life. The

staff of the Center also provides peer counseling training for the Junior Counselors in all freshman residence halls. The Sports Medicine Center, which is located in the Memorial Field House, is supervised by a physician and includes two athletic trainers and a physical therapist.

Advising

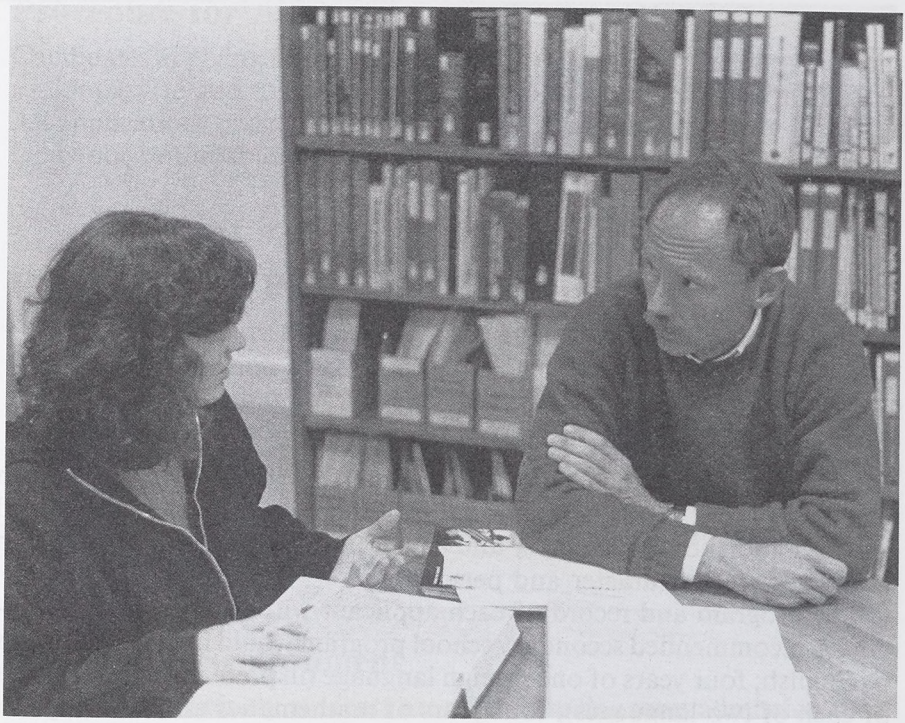
Each freshman has as a faculty adviser the instructor of the freshman seminar in which the entering student chooses to enroll. Because the adviser is also the instructor of one of the student's first-semester courses, frequent opportunities are available for consultation between students and advisers. This adviser will work with freshmen on selecting their courses for the first three semesters. After declaring a major, students work with a faculty adviser in the department in which they have chosen to major. In addition, there are many other offices on campus to which students may turn for counseling and advising, including the Dean of Students, College Chaplain, Health Services, Counseling and Human Relations Center, and Student Activities Office.

Religious Services

Middlebury College welcomes students of all religious faiths, and it views the religious diversity of its student body as a strength. Historically the College has had close connections with the Protestant Christian tradition, and it offers in Mead Memorial Chapel a program of regular services, non-denominational and interfaith in spirit but Christian in emphasis. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services. The Interfaith Council, composed of representatives from each of the active religious groups on campus, sponsors lectures, discussion groups, and other special events during the year. The Newman Club is the Roman Catholic organization on campus. A Roman Catholic Church is situated immediately adjacent to the campus. The Hillel Foundation maintains an active program for Jewish students. It also sponsors weekly Shabat services for the Middlebury Jewish community. The Christian Fellowship is an active group for evangelical Christians which sponsors weekly Bible study and prayer groups. Other groups including Christian Science, Lutheran, Quaker and Buddhist groups are active on campus. Various Protestant denominations are represented in the town of Middlebury.

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate studies and employment opportunities. Counselors are available for personal counseling,



assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with graduate and professional school applications. During the academic year CC&P staff members, representatives from various organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various off-campus programs, including winter term externships for students with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs such as directories, annual reports, brochures and listings of permanent and summer opportunities as well as graduate and professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English, and in the Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years of each of two languages); four years of mathematics and/or computer science; two or more laboratory sciences; two or more years of history; and some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants must take standardized tests, and have the scores submitted to the College. To present their greatest strengths, applicants should submit any *one* of the following:

1. the SAT and three Achievement Tests, including one in English Composition or English Composition with Essay;
2. five Achievement tests in different areas of study, including one in English Composition or English Composition with Essay;
3. the ACT (American College Testing) assessment tests.

Standardized tests must be completed by January 31 of the senior year. The majority of students admitted to Middlebury present outstanding academic records: 65 percent of the Class of 1992 graduated in the top 10 percent of their secondary-school class, 85 percent in the top 20 percent. Applications are welcomed from students whose rank is not in this range if they are judged to have a particular contribution to make to the student body.

Procedure for Admissions

Candidates applying for regular admission must submit their applications by January 15 and transfer applications must be submitted by March 1. All applications must be accompanied by an application fee of $40. This fee is not refundable and will not be applied to term bills.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e., transcripts, school reports and recommendations) must be received by the November 15 application deadline. Results of the November standardized tests will be acceptable for Early Decision candidates. Further information may be obtained from the Dean of Admissions.

Spring Term Enrollment

Approximately ninety students are offered spring term admission to fill vacancies created by midyear graduation and programs abroad. Midyear admission is of special benefit to well qualified applicants for whom there are no spaces available in the fall term. These "February Freshmen" are selected from the regular applicant pool and are notified in April. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Dean of Admissions for detailed information and application forms. Transfer students are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- They must provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- They will be awarded aid to the extent of available funds only after initial determinations have been made for the freshman class.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Board. Advanced Placement scores of 4 or 5 will usually be awarded credit, and many departments award credit for 3's. These credits may not be used to satisfy the distribution requirement. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Health Information

Before matriculation all new students must submit completed Health Forms and Entrance Physical Examination Forms signed by the student and by the parent or guardian if the student is not yet 18 years old. The Admissions Office will mail these forms to students after their acceptance to the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 31.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $19,000 which includes all charges, except sickness insurance and the $160 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which come to an average of about $1,390. Travel costs are *not* included in this figure *(see page 248)*.

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to all students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full demonstrated need of all students requiring financial assistance. Each year the College makes financial aid offers in light of the provisions outlined on page 249 of this catalog and in the booklet, "Financing Your Middlebury College Education." An applicant must file the College

Scholarship Service Financial Aid Form (FAF), Side I and Side II, and dependent students must submit a copy of their parents' complete tax return including W-2s and business returns. A copy of the student's tax return is also required. Our booklet, published each year, presents detailed statistics on students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

Grants

Grants are awarded on the basis of demonstrated need. Grants are derived from College funds, the federal Pell Grant program or the Supplemental Educational Opportunity Grant (SEOG) program. Students must apply annually for grant aid but need not undertake a special application procedure to be considered for specific College grants or scholarships. The College will designate scholarship recipients on the basis of a student's eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Alaska, Connecticut, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; students attending a school in another state should contact their State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the federal Carl D. Perkins Loan Program; 2) the Stafford Loan (formerly the Guaranteed Student Loan); 3) the parent loan programs of many states (PLUS); 4) the privately sponsored United Student Aid Funds (USAF); 5) a limited amount from the College's own loan funds. Basic information on the eligibility criteria is published in the Financial Aid booklet; further questions should be directed to the Office of Financial Aid.

Student Employment

Middlebury College students may avail themselves of numerous job opportunities, both on and off campus. The College maintains an open job market enabling all students equal opportunity to pursue employment, regardless of whether or not they are financial aid recipients. Each year approximately 60% of the student body finds employment. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. Different wage scales are applied according to the type of work

performed. The College Student Employment Coordinator provides information about campus employment policies and current job openings to all interested students.

Visits to Middlebury

A campus visit providing a chance to meet members of the Middlebury staff is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of appointments for individual or group informational meetings. However, guided tours of the campus may be arranged during this period.

For an appointment or additional information, write:
Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 5153

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. The Admissions Office asks alumni to contact students in January and February after the application deadline. Students who have questions may call the Admissions Office in Middlebury or write to one of the Alumni Admissions Area chairpersons listed on the following pages.

National Co-Chairpeople:

Ann E. Crumb '71
RD 3, Box 2530
Munger St.
Middlebury, VT 05753

Joseph F. Ferguson Jr. '61
2405 Irvin St. NE
Washington, DC 20018

Alumni Admissions Chairpeople

CA Los Angeles
Ms. Diana F. Cotter
610 Highland St.
Pasadena, CA 91104
San Diego
Ms. Susan Anthony
5605 Quidde Ct.
San Diego, CA 92122
San Francisco
Mrs. Selden B. Spangler, Jr.
275 Valley St.,
Los Altos, CA 94022

CO Denver
Mr. Henry S. Romaine, Jr.
3333 E. Bayaud Ave. #916
Denver, CO 80209

CT Fairfield County
Mr. Conrad L. Ambrette
29 Poplar St.
Norwalk, CT 06855
Hartford
Mr. Peter E. Steinle
21 Rockwell Pl.,
West Hartford, CT 06107

D.C./MD
Baltimore
Mrs. Susan D. Wagley
27 Ruxview Ct., #302
Ruxton, MD 21204
Wash DC/MD and No. Virginia
Mrs. Charles A. Wiebe
4925 N 27 St.
Arlington, VA 22207
Mrs. Gabriela G. Fellows
1218 Michigan Ct.
Alexandria, VA 22314

FL Miami
Dr. Phillip A. Caruso
3050 NE 45th St.,
Fort Lauderdale, FL 33308
Tampa
Mrs. Jean W. Skoien
903 Seddon Cove Way
Tampa, FL 33602

GA Atlanta
Ms. Anne Marie T. Miller
698 Scott Circle
Decatur, GA 30033

IL Chicago
Mr. Stephen M. Mahoney
547 Melrose Ave.
Kenilworth, IL 60043

KS Kansas City
Mr. Edward Schaefer
405 W. 70th St.
Kansas City, MO 64112

LA New Orleans
Mr. Paul M. Batiza
1323 Nashville Upper
New Orleans, LA 70115

MA Boston
Mrs. Suzanne M. Pirnie
151 Dakin Rd.
Sudbury, MA 01776
Mrs. Nina K. Anton
1 Derby Lane
Tyngsboro, MA 01879
Mrs. Granthia L. Preston
123 Hampshire Rd.
Wellesley, MA 02181
Mr. & Mrs. Jane & Vcevy Strekalovsky
47 Fearing Rd.
Hingham, MA 02043
Abigail and Nathaniel Howe
47 Harvard St.
Dedham, MA 02026
Western MA
Mr. Rufus P. Cushman III
42 Blokland Dr.,
Longmeadow, MA 01106
Worcester
Mrs. Susan G. Hopkins
9 Pleasant St.
Ayer, MA 01432

ME
Mr. & Mrs. Davis Van Winkle
Luther Gulick Camps
South Casco, ME 04077

MI
Mrs. Ann M. Burroughs
322 W. Madison St.
Ann Arbor, MI 48103

MN Minn/St. Paul
Mrs. Elizabeth E. Winton
1314 Marquette Ave., Apt. 2102
Minneapolis, MN 55403

MO St. Louis
Mr. Gerald C. Thayer
12749 Topping Acres
St. Louis, MO 63131

NH
Mrs. Terence Flahive
87 Hitching Post Ln.
Bedford, NH 03102

NJ Northern NJ
Mr. & Mrs. Peter Zecher
224 Glenwood Rd.,
Ridgewood, NJ 07450
Mr. Christopher Cowan
58 Fairmount Rd.
New Providence, NJ 07974
Princeton
Mr. & Mrs. J. Allen Fitzpatrick
P.O. Box 6254,
Lawrenceville, NJ 08648
Rumson-Redbank
Mr. Michael Miles
Lighthouse Rd.
Highlands, NJ 07732

NY Albany
Mr. & Mrs. Thomas E. Sheldon
25 Stony Brook Dr.,
RD #2, Box 237-I,
Rexford, NY 12148
Buffalo
Mr. Charles R. Rice
85 Middlesex Rd.,
Buffalo, NY 14216
New York City
Ms. Mary-Elizabeth Farley
27 Horseshoe Rd.,
Mount Kisco, NY 10549
Rochester
Mr. & Mrs. James Ryan, Jr.
23 Shelwood Dr.
Rochester, NY 14618
Utica
Mr. George M. Kuckel
RD 1 Box 52, Peck Rd.
Deansboro, NY 13328-9708
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Mr. David P. Bridges
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Tarrytown, NY 10591

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Mrs. Sarah B. Terrell
32 Woodside Rd.
Chagrin Falls, OH 44022

PA Pittsburgh
Mr. and Mrs. Maura & Joseph Weiss
199 Rockingham Rd.
Pittsburgh, PA 15238

RI Providence
Mrs. Charles H. Bodine
c/o St. George's School,
Newport, RI 02840

TX Austin
Mrs. Jose M. Roesset
11909 Arch Hill Drive
Austin, TX 78750
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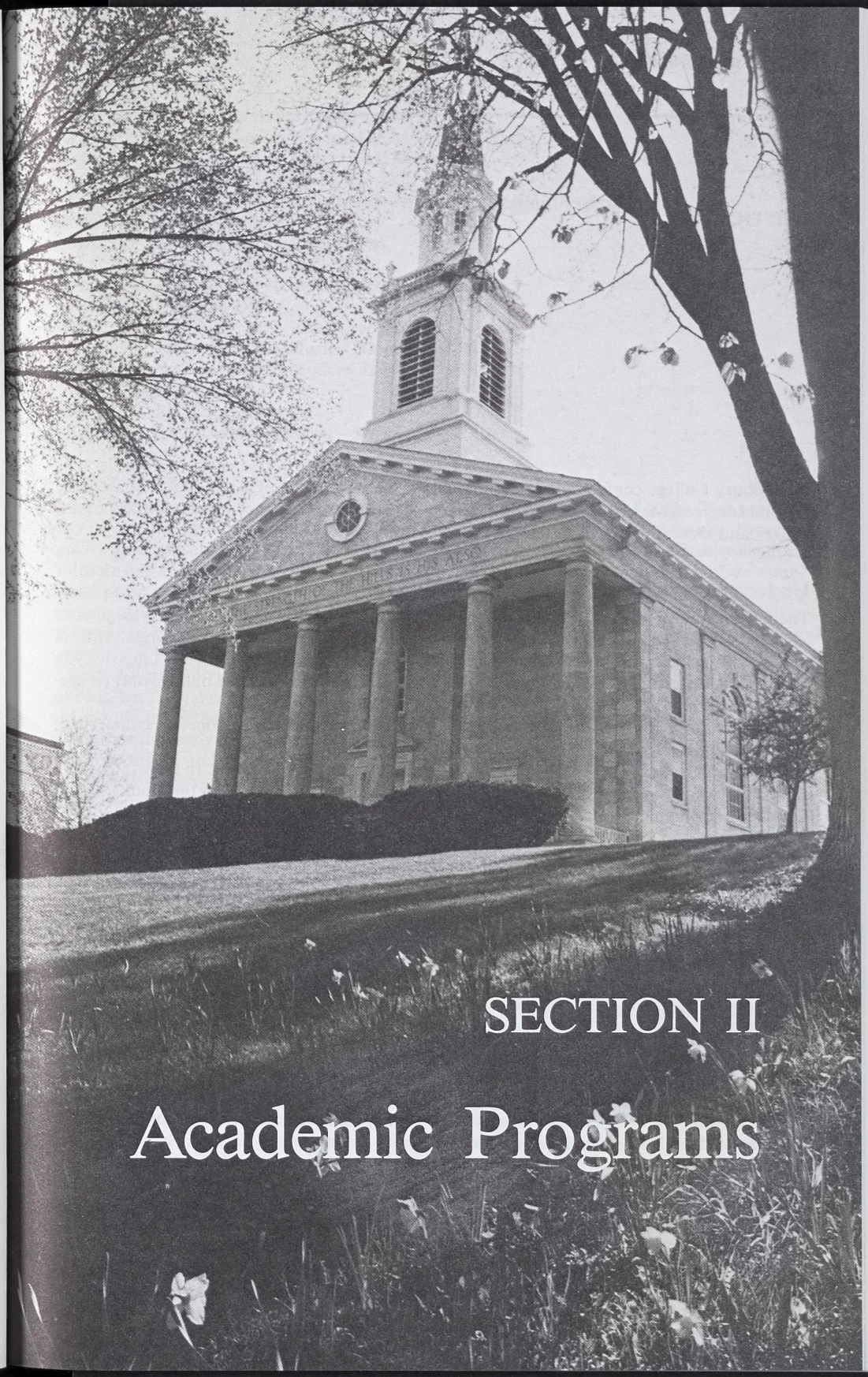


SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course for concentrated study. Each student must complete a three-unit Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (current options include lessons in karate, scuba, riding, skiing, and cross-country skiing). Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as a department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisers. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The College Board's Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Students who qualify on both examinations in English (English literature and English language) will be awarded credits for one examination only. All entering freshmen must register for a Freshman Seminar in their first semester at Middlebury.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings. Foundations courses are identified with an *(asterisk).

*CH	103	Fundamentals of Chemistry I
EC	150	Introduction to Economics: Macro
EC	155	Introduction to Economics: Micro
EC	210	Economic Statistics
EC	211	Economic Statistics: Introduction to Regression Analysis
*GL	170	Global Tectonics
*MA	103	Introduction to Computers
[*MA	105	Finite Mathematics]
[*MA	106	Introduction to Statistical Science]
MA	112	Calculus I
MU	250	Music Through Electroacoustics
MU	350	Electroacoustic Music Composition
*PA	180	Introduction to Modern Logic
PH	109	Mechanics
PY	201	Statistical Analysis
SA	301	The Research Process—Sociology

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects and internships off campus during winter term.

Each fall the Curriculum Committee publishes a Winter Term Catalog. A student may not take his/her freshman and sophomore courses within the same department. A department may not require more than two Winter Term courses as part of its major program. Winter Term courses are normally graded on an A to F basis. Internships and Student-Led courses are graded credit/no credit. Independent Projects are graded honors/pass/fail.

Students involved in introductory foreign language courses may be required to participate in a continuing program during the Winter Term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests and final examinations are unproctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received unauthorized aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

(A+ and A 4.0, A− 3.7, B+ 3.3, B 3.0, B− 2.7, C+ 2.3, C 2.0, C− 1.7, D 1.0, F 0)

College Scholar:..... Grade point average of 3.5 with no grade lower than B for students taking four or more courses

Dean's List: ..... Grade point average of 3.1 with no grade lower than B for students taking four or more courses

Probation:..... 2 Ds
1 D and 1 F
D or F in winter term
For students completing term with 3 units of credit: 1 D or 1 F

Failure: ..... 3 Ds
2 Fs
1 F and 2 Ds
2 Ds or 1 F while on probation
D or F in winter term while on probation
3 times on probation
For students completing term with 3 units of credit: 1 F and 1 D or 2 Ds or a second term in succession of probationary standing.
First-term freshmen who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking 3 courses, 3 Ds or 2 Fs constitute failure.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

MAJOR PROGRAM, CONCENTRATIONS, FOUNDATIONS COURSES AND DISTRIBUTION REQUIREMENTS

To obtain a Middlebury College undergraduate degree each student in the classes entering before the fall of 1988 must complete a major, a concentration and a foundations course in each of three divisions. Each student in classes entering in the fall of 1988 and beyond must complete a major, a concentration and a distribution requirement of at least two courses in each of four areas.

MAJOR

Students must choose a major no later than the end of the first semester of the sophomore year. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of major by the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Major
International Politics and Economics
Italian
Literary Studies

Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and Soviet Area Studies
Sociology-Anthropology
Spanish
Theatre, Dance and Film/Video

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements, may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions. However, students are required to complete the following courses:

BI	185	Organismal Biology
BI	250	Cells and Organelles
CH	103	Fundamentals of Chemistry I
CH	104	Fundamentals of Chemistry II
CH	241	Organic Chemistry I
CH	242	Organic Chemistry II
MA	112	Calculus I
MA	113	Calculus II
PH	109	Mechanics
PH	110	Electricity and Magnetism

One Year of English

Pre-vet students also need bio-chemistry (for example, CH 222), and may have other specific biology requirements. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take the Medical College Admissions Test. Interested students should be in touch with Professor Thomas Root in the Science Center soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts and the Medical College of Pennsylvania), Middlebury is able to offer to a very limited number of exceptionally well qualified students the opportunity for acceptance by a medical school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive

in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Root in the Science Center as early as possible.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, business-management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisers in the following fields: Law: Professor Murray Dry; Business-Management: Professor David Colander; Architecture: Professor Glenn Andres; Engineering: Professor Robert Prigo; Nursing: Professor Thomas Root; Forestry: Professor Steven Trombulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business-management, engineering, forestry/environmental studies and nursing. With advanced degree-professional programs (eg. medicine, dentistry, veterinary medicine, law, business-management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (eg. engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business-management, engineering, forestry/environmental studies and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury, and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business-management and forestry/environmental studies normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, forestry/environmental studies, nursing or school of business-management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Early Entry Program for M.B.A. Middlebury offers juniors an Early Entry Program that provides an early start on the University of Chicago Graduate School of Business M.B.A. and a business career. This program gives *two* talented juniors from each of a small group of select colleges and universities the opportunity to officially enter the University of Chicago Graduate School of Business and begin study toward the M.B.A. degree during the summer between the junior and senior years. In addition to completing a full academic quarter of business study, participants will learn about a wide range of career options available to M.B.A.'s through a series of lectures and seminars given by business leaders and career planning experts. Full tuition scholarships will be provided for this summer session. Following the summer experience students will return to Middlebury to complete the undergraduate degree, and may then re-enter

the Graduate School of Business on either a full- or part-time basis at any time within three years of graduation to complete the M.B.A. degree. Consult Professor Colander in Munroe Hall for details.

Exchange Programs. Middlebury maintains exchange programs with several colleges including Berea College and St. Mary's College during winter term and Swarthmore College during spring term.

American Collegiate Consortium for East-West Cultural and Academic Exchange. An opportunity for a limited number of juniors to study for the entire academic year at a variety of Soviet universities. Because of the special opportunities afforded by this program, interested students must begin Russian language study in their freshman year to be eligible. Participants will be required to demonstrate Russian language proficiency at the advanced level (third year or higher). While in attendance at the Soviety university, students will be expected to take courses both in their major and outside of it. Interested students should be in touch with Professor of Russian Thomas Beyer.

Junior Year Abroad. Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Lincoln and Worcester Colleges, Oxford. Juniors majoring in English, history or in a social science and wishing to study English, history or philosophy, politics and economics may be accepted for a one-year program of study at Lincoln or Worcester Colleges, Oxford. Interested students should be in touch with Dr. Wilders. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship to the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' Office. Financial aid is available for this program.

FOUNDATIONS COURSES

Each student in the classes entering before 1988 must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1989–90. Students entering in September 1988 and beyond must instead meet the College's distribution requirement. (*See below.*)

Foreign Languages Division

CL 121 The Classical Tradition of the Liberal Arts and Sciences. Spring.
CL 131 History of Classical Greece. Fall.
[CL 132 History of Rome]
CL 150 The Ancient Epic. Fall.
CL 152 Greek Tragedy. Spring.
CL 175 Greek Philosophy. Fall.
CS 133 Masterworks of Chinese Literature and Civilization. Spring.
[FL 201 Introduction to Linguistics]
[FL 206 Thinking Linguistics]
[FL 226 The West and its Others Fall]
[FR 115 Realism. French Fiction From Stendhal to Proust]
[FR 120 Women Writers in France]
IT 290 Dante: (in English). Spring.
RU 151 Russian Literature's Golden Age: 1830–1880. Fall.

RU 152 Russian Modernism: 1880–Present. Spring.
[SP 130 Latin American Literature: Chronicles of Change]
[SP 231 Captains, Kings and Caudillos (in English)]

Humanities Division

[AL/EL 309 Contemporary Literature]
AR 101 An Introduction to Art and Art History. Fall.
[EL 110 Continental Fiction]
[EL 111 European Drama]
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
[EL/AL 113 Visions of Nature]
EL 114 Reading Women's Writings. Spring.
EL 115 Romance. Fall.
MU 101 Introduction to Musical Styles. Fall.
PA 150 Introduction to the Philosophical Tradition. Fall.
PA 180 Introduction to Modern Logic. Fall.
[PA 207 Ethics and the Environment]
PA 201 Ancient Greek Philosophy. Fall.
[PA 212 Introduction to the History of Modern Science]
RE 105 An Introduction to the English Bible. Fall.
RE 110 Foundations of Western Religious Life and Thought. Spring.
RE 115 Introduction to Eastern Religious Thought. Fall.
RE 201 The Jewish Tradition. Fall.
RE 220 The Shaping of American Religious Life. Spring.
TH 116 The Creative Process: Theatre, Dance, Film. Fall, Spring.
TH 130 Film Form and Film Sense. Fall.

Natural Sciences Division

BI 185 Organismal Biology. Fall.
BI 130 Epidemiology: Patterns of Disease. Fall.
BI 190 General Ecology. Spring.
BI 195 Genetics and Evolution. Fall.
CH 103 Fundamentals of Chemistry I (With Lab). Fall, Spring.
CH 105 Fundamentals of Chemistry I (No Lab). Fall, Spring.
CH 170 Chemistry for Citizens. Spring.
CX 213 Computer Science I. Fall, Spring.
GL 104 Earthquakes and Volcanoes. Spring.
GL 170 Global Tectonics. Fall.
MA 103 Introduction to Computers. Fall, Spring.
[MA 105 Finite Mathematics: Probability, Matrices and Programming]
MA 106 Introduction to Statistical Science. Spring.
MA 227 Set Theory. Fall.
PH 101 Physical Reality. Spring.
PH 155 An Introduction to the Universe. Fall.
[NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]

Social Sciences Division

GG 100 Geography: A Modern Synthesis. Fall, Spring.
HI 103 Individuals and Organizations. Fall.
HI 104 European Revolutions. Spring.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Society and the Individual. Fall.
SA 191 Introduction to Women in Social Thought. Fall.

DISTRIBUTION REQUIREMENTS

Beginning with the class entering in Fall 1988, as a requirement for graduation, each student must complete a distribution requirement consisting of a minimum of two courses in each of the four areas: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies. (These students will *not* be required to fulfill a Foundations course requirement.) The first three of these refer to courses in the corresponding division, while the Foreign Languages/Area Studies designation refers to courses in the Foreign Languages division, the East Asian Studies Program, the Russian and Soviet Studies program, and in the Latin American Studies (CN 106) and Third World Studies (CN 028) concentrations.

Individual divisions, departments through divisions, or (in case of Foreign Languages/Area Studies) the division in consultation with other faculty teaching in Area Studies programs, may determine what courses or mixes of courses are appropriate to satisfy the requirement in that area. In the absence of a determination to the contrary, any courses in the division will be deemed appropriate. All divisional adjustments in the distribution requirement must be approved both by the appropriate division and by the Curriculum Committee, which will report to the full faculty.

Courses in the Major, in the Concentration, Intensive Writing courses, and Freshman Seminars may be counted toward the distribution requirement. No student may count a course toward distribution requirements in more than one area.

At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the Foreign Languages Division, students choosing a course in East Asian, Russian and Soviet Area Studies or from the Latin American Concentration in partial fulfillment of the requirement must still take at least one course in the Foreign Languages Division. The distribution requirement may *not* be fulfilled by FR 101 or 102 or SP 101, 102, 103 or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement.

All regular term courses in the Division of Natural Sciences except BI 102, BI 111, GL 101, GL 222, and NE 152 can be counted toward the distribution requirement. Winter Term courses will count toward the distribution requirement in the Natural Sciences only if the course has been listed as counting toward that requirement.

CONCENTRATIONS

A concentration consists of four or more courses governed by a general principle. A summary of the concentration guidelines are as follows:

1. A student must have an approved concentration before the end of his or her sophomore year. An information packet with complete guidelines will be sent to each student in the fall of the sophomore year.

2. A student must select a concentration outside the division of his or her major department. A student may include in a concentration one course in his or her division, but that course must be outside the student's major department. Divisions are Humanities, Social Sciences, Natural Sciences and Foreign Languages.

3. A student may not include a course in a concentration that will satisfy both a major and a concentration requirement.

4. A student may elect to design an original concentration. A self-designed concentration will need approval of a department chairperson and the Curriculum Committee. A self-designed concentration must include courses beyond the introductory level.

The following is a list of concentrations proposed by the faculty. Any concentration on the following pages will satisfy the above guidelines if it includes at least three courses outside the division of the student's major. All questions may be directed to the concentration adviser in the Dean of Students Office.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. HI 203–HI 204 United States History
2–3. *Two of the following:*
   - RE 306 From Puritanism to the Gospel of Wealth
   - RE 307 Three Americans: James, Dewey and Niebuhr
   - RE 308 Seminar in American Religious History
4. *RE 220 The Shaping of American Religious Life

CN 002 Applied Mathematics in Biology

1. [*MA 105 Finite Mathematics]
2. MA 112 Mathematical Analysis I
3. *BI 190 General Ecology
4. BI 195 Genetics and Evolution
5. BI 225 Human Genetics

CN 003 Applied Mathematics in Physics

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism
5. *PH 155 An Introduction to the Universe *or*
   PH 266 Contemporary Astronomy and Astrophysics

CN 005 Basic Neurosciences

1. PY 301 Physiological Psychology
2. BI 440 Membrane Biology
3. BI 370 Animal Physiology
4. BI 250 Organelles and Cells

CN 009 Developmental Issues in the Course of Life

1. PY 205 Personality Psychology *or*
   SA 352 Social Psychology
2. PY 225 Issues in Adolescent Development
3. [SA 316 Sociology of Youth]
4. PY 226 Adult Development and Aging

CN 015 Econometrics

1. [*MA 105 Finite Mathematics]
2. MA 112 Mathematical Analysis I or MA 200 Linear Algebra
3. EC 210 Economic Statistics
4. EC 211 Economic Statistics: Introduction to Regression Analysis *or*
   EC 311 Applied Econometrics

CN 016 Environmental Studies

1. GL 112 Environmental Geology
2. BI 190 General Ecology
3. GG 260 Social Aspects of Environmental Issues
4. EC 365 Environmental Economics
5. [EL/AL 113 Visions of Nature] *or*
   [PA 207 Ethics and the Environment]

CN 017 Foundations of Mathematics

1. [MA 105 Finite Mathematics]
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II

4. [PA 280 Intermediate Logic] *or*
   MA 227 Set Theory *or*
   [MA 228 Mathematical Logic]

CN 020 Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. [MA 315 Mathematical Models in the Social Life and Management Sciences] *or*
   [MA 318 Selected Topics in Operations Research]
4. EC 355 Microeconomic Theory

CN 022 Women's Studies Concentration

Any four courses: students must include courses from *both* groups.

1. SA 191 An Introduction to Women in Social Thought
   [SA 304 Women, Culture and Society]
   SA 390 Sociology of Women
   [GG 411 Seminar in Economic Geography: Women in Development]
   [GG 412 Seminar in Urban Geography: Women and the City]
   HI 406 American Women in History
   HI 410 Constructing Latin American Women's History
   PY 420 Issues in the Psychology of Gender
2. [FS 014 Women in Literature: Myths, Images, and Interpretations]
   [AL 260 Fiction by American Women]
   [CS 216 Women in Traditional Chinese Fiction]
   EL 114 Reading Women's Writing
   [FR 120 Women Writers in France]
   [FR 312 Women and the Novel of the Ancien Régime]
   [MU 360 Women in Music]
   PA 221 Gender and the History of Philosophy
   RE 290 Feminism and Religion: Gender Analysis in the History, Theology, and Sacred Writing of the West
   SP 442 Hispanic Women Writers: Expanding the Canon
   [TH 206 Contemporary Women Playwrights]
   [TH 336 Women and Film]

CN 024 Renaissance Culture

1. EL 303 English Literature of the 16th Century
2. HI 343 Europe in the Renaissance
3. AR 201 Art of the Italian Renaissance
4. EL 225 Shakespeare's Comedies *or*
   EL 321 Shakespeare *or*
   [EL 224 Medieval and Renaissance Drama]

CN 027 The Soviet World

Choose four courses from at least three departments:

1. *Three of the following:*
   GG 222 Soviet Geography
   HI 247 Russian History to the Great Reforms
   HI 248 Russian History from the Great Reforms to the Present
   PS 227 Soviet Politics
   PS 328 Comparative Communism
   *RU 151 Russian Literature's Golden Age (1830–1880)
   *RU 152 Russian Modernism
2. *One of the following:*
   [GG 422 Topics in Soviet Geography]
   [HI 404 The Soviet Union]
   PS 408 United States–Soviet Relations
   PS 414 Soviet and East European Politics

CN 175 Soviet History and Politics

1. HI 247 Russian History to the Great Reforms
2. HI 248 Russian History from the Great Reforms to the Present
3. PS 227 Soviet Politics
4. [HI 404 The Soviet Union] *or*
   PS 414 Soviet and East European Politics

CN 028 Third World Studies

1. HI 226 Modern Africa *or*
   HI 339 History of Southern Africa
2. PS 220 Asian Politics *or*
   HI 286 Modern Latin America
3. PS 404 The Global Political Economy *or*
   PS 430 United States–Asian Relations
4. HI 238 Modern Middle East History

CN 100 Judaic Studies

1. RE 201 The Jewish Tradition
2. RE 202 The Making of Modern Judaism
3. *Either:* RE 105 An Introduction to the English Bible
   or: RE 280 Studies in Hebrew Bible/Old Testament
4. *One of the following:*
   [RE 304 Seminar in Jewish Thought]
   [RE 320 Seminar on the Holocaust]
   [CL 206 Intermediate Biblical Hebrew]
   CL 305 Readings in the Hebrew Bible
   [CL 406 Advanced Hebrew Studies]

CN 110 International Politics in an Historical Perspective

1–2. *Any two of the following:*
   [HI 215 History of Modern Europe (1815–1900)]
   [HI 216 History of Modern Europe (1900–1968)]
   HI 285 Colonial Latin America
   HI 286 Modern Latin America
   [HI 346 History of France (1750–1940)]
   HI 353 British History (1603–1815)
   [HI 354 British History (1815–1979)]
3. PS 201 International Politics
4. PS 405 Seminar on the Causes of War *or*
   PS 408 Seminar on United States–Soviet Relations *or*
   PS 412 Seminar on Diplomacy

CN 111 Society and Culture in Modern Europe

1–3. *Any three of the following:*
   AR 305 Painting and Sculpture of Nineteenth Century Europe
   [*EL 110 Continental Fiction]
   [HI 215 History of Modern Europe (1815–1900)]
   [HI 216 History of Modern Europe (1900–1968)]
   HI 403 Major Themes in Modern European History *or*
   HI 413 Topics in Modern European History

CN 114 The Classical Heritage: Philosophy and Religion

1. *PA 201 Ancient Greek Philosophy
2. PS 317 Classical Political Philosophy *or*
   CL 175 Greek Philosophy
3. *RE 110 Introduction to Western Religious Life and Thought

Plus any one of the following:

*CL 150 Ancient Epic

*CL 152 Greek Tragedy *or*
EL 227 Greek Comedy
CL 131 History of Greece
AR 311 Ancient Art
[AR 312 Roman Art]

CN 155 Humanities and the Environment

1. [*EL/AL 113 Visions of Nature]
2. [PA 207 Ethics and the Environment]
3–4. *Two of the following:*
AL 202 American Literature 1830–1865
CS 225 Classical Chinese Poetry in Translation
EL 213 English Romanticism
[RE 312 Buddhist and Christian Enlightenment]

CN 158 Linguistics

Any two or three of the following:
[FL 201 Introduction to Linguistics] *or*
[LI 206 Thinking Linguistics]
[LI 212 Psycholinguistics]

Plus any one or two of the following to make up a total of four courses:
[LI 225 Sound Patterns of Language]
[LI 301 Romance Linguistics]
[LI 500 Independent Study in Linguistics]
[PA 354 Philosophy of Language]

CN 174 History and Philosophy of Science

1. PA 212 Introduction to the History of Modern Science
2. PA 214 Science and Society *or*
PA 216 Introduction to the Philosophy of Science
3–4. *Any two of the following:*
PA 220 History of Materialism
MA 240 History of Mathematics
[PA 355 Issues in the Philosophy of Time]
PH 101 Physical Reality and Human Thought

CN 176 Cognitive Science

1. CX 326 Artificial Intelligence
2. PY 208 Memory of Thinking
3–4. PA 351 Theory of Knowledge
PA 345 Philosophy of Language
PA 352 Philosophy of Mind
5. *One of the following:*
[MA 127 Elementary Computer Simulation]
[MA 228 Mathematical Logic] *or*
[PA 280 Intermediate Logic]
[MA 315 Mathematical Models in the Social, Life and Management Sciences]
PY 225 Child Psychology
PY 301 Physiological Psychology

CN 177 Geology and Ecology of Vermont

1. GL 112 Environmental Geology
2. BI 190 General Ecology *or*
BI 202 Vertebrate Life
3. GL 201 Bedrock Geology of Vermont
4. *One of the following:*
BI 302 Vertebrate Field Biology
BI 390 Advanced Ecology
GL 321 Sedimentary Rocks

CN 106 Latin American Studies

1. SP 201 Intermediate Spanish
2. SP 219 Self-Expression in Spanish
3. SA 326 Latin American Culture and Society
4. *Any one of the following:*
   - [HI 285 Colonial Latin America]
   - HI 286 Modern Latin America
   - HI 287 Central America: The Struggle for Change
   - HI 410 Constructing Latin American Women's History
   - PS 223 Latin American Politics

CN 190 Black Studies

1. SA 367 African-American Studies
2. HI 371 Black History

3–4. *Two of the following:*

- HI 203 United States History, 1492–1861
- HI 204 United States History, 1861–1945
- HI 226 Survey of Modern Africa
- [HI 364 Civil War and Reconstruction: 1845–1890]
- HI 368 Twentieth Century America, 1948–Present
- MU 201 Music in our Time: People, Places, Decades
- MU 326 American Music
- PS 102 The American Political Regime
- RE 296 Voices of Dissent, Resistance and Liberation
- SA 354 Ethnic Groups in the United States

Coordinator: Professor Fairfax, Department of Sociology/Anthropology.

Students majoring in the Division of Social Sciences who wish to pursue a concentration in black studies are encouraged to develop a self-designed concentration in consultation with Professor Fairfax.

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1. AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance
3. AL 203 American Literature (1860–1940)
4. Any other AL elective (including AL 103)

CN 178 American Literary Genres

1. AL 103 Topics in American Literature *or*
   AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance *or*
   AL 203 American Literature (1860–1940)
3. AL 301 The American Novel: the Nineteenth Century *or*
   AL 302 The American Novel: the Twentieth Century
4. AL 306 American Poetry: 1620–1920 *or*
   AL 307 Topics in Twentieth Century American Poetry

ART

CN 033 The Art of Europe, Renaissance and Baroque

1. AR 101 Introduction to Art
2. [AR 201 Art of the Italian Renaissance]

3–4. Any two additional courses in the Art of Europe, 1100–1700

CN 034 Modern Art

1. *AR 101 Introduction to Art
2–4. Any three additional courses in the art of mid-18th century to the present

CN 036 Studio Art

1. One Art History course of choice
2. AR 209 Studio Art I
3. AR 210 Studio Art II
4–5. *One of the following two-term sequences in studio:*
   - AR 309–310 Painting
   - AR 315–316 Printmaking
   - AR 319–320 Sculpture
   - AR 327–328 Photography

BIOLOGY

CN 037 Environmental Biology

1. *BI 185 Organismal Biology
2. [*BI 190 General Ecology]
3. BI 195 Genetics and Evolution
4. BI 203 Botany *or*
   BI 202 Vertebrate Life
5. BI 390 Advanced Ecology *or*
   BI 302 Vertebrate Field Biology

CN 039 Biology of Molecules

1. BI 195 Genetics and Evolution
2. *CH 103 Fundamentals of Chemistry I
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040 Physiological Biology

1. BI 185 Organismal Biology
2. BI 250 Organelles and Cells
3. BI 310 Microbiology
4. BI 370 Animal Physiology

CN 166 Vertebrate Biology

1. BI 185 Organismal Biology
2. BI 202 Vertebrate Life
3. BI 302 Vertebrate Field Biology
4. BI 370 Animal Physiology

CN 167 Genetics

1. BI 195 Genetics and Evolution
2. BI 225 Human Genetics
3. BI 250 Organelles and Cells
4. BI 314 Molecular Genetics *or*
   BI 325 Applied Genetics

CN 168 Organismal Biology

1. BI 185 Organismal Biology
2. BI 201 Invertebrate Biology
3. BI 202 Vertebrate Life
4. BI 203 Botany
5. BI 230 Microbiology

CHEMISTRY

CN 042 Cellular Structure and Function

1. CH 104 Fundamentals of Chemistry I
2. *BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

Environmental Chemistry is no longer in the catalogue.

CN 046 Organic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 Organic Chemistry III *or*
   CH 442 Advanced Organic Chemistry

CHINESE

CN 008 Chinese Studies

1–2. CS 201–202

3–4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the student is taking his/her major. These two courses may *not* be Chinese language courses such as CS 101–2, 301–2, 400, 401–2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 113 Hebrew Language and Literature

1. CL 105 Introduction to Biblical Hebrew
2. CL 206 Intermediate Biblical Hebrew
3. CL 305 Readings in the Hebrew Bible I
4. *One of the following:*
   CL 306 Readings in the Hebrew Bible II
   RE 280 Studies in the Hebrew Bible/Old Testament
   RE 201 The Jewish Tradition

CN 115 Classical Greek

Four courses in Greek

CN 142 Classical Latin

Four courses in Latin

CN 116 Greek Literature

Four of the following:

*CL 131 History of Classical Greece
*CL 150 The Ancient Epic
*CL 152 Greek Tragedy
[EL 227 Greek and Roman Drama]
*CL 175 Greek Philosophy
PA 201 Ancient and Medieval Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

Four of the following:

*CL 150 The Ancient Epic
*CL 121 The Classical Tradition of the Liberal Arts and Sciences
*CL 152 Greek Tragedy *or*
[EL 227 Greek and Roman Drama]

	*CL	131	History of Classical Greece
	*CL	175	Greek Philosophy
	*CL	132	History of Rome
	CL	332	Problems in Ancient History
	CL	450	History of Classical Literature
	CL	420	Seminar in Classical Literature

ECONOMICS

CN 047 Economic Theory

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	355	Microeconomic Theory

CN 048 Public Sector Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	465	Public Policy Toward Business *or*
	EC	470	Public Finance

CN 049 Industrial Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	455	Industrial Strategies

CN 183 International Business

1.	EC	150	Introductory Economics (Macro)
2.	EC	155	Introductory Economics (Micro)
3.	EC	350	Macroeconomic Theory
4.	EC	315	Corporation Decision-Making
5.	EC	415	International Business

CN 051 Monetary Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	475	Monetary Theory and Financial Institutions

CN 184 Economics of Labor Markets

1.	EC	155	Introductory Economics (Micro)
2.	EC	210	Economic Statistics
3.	EC	211	Introduction to Regression Analysis
4.	EC	355	Microeconomic Theory
5.	EC	480	Labor Economics

CN 144 Economics of Human Resources

1.	MA	112	Calculus I
2.	EC	155	Introductory Economics (Micro)
3.	EC	210	Economic Statistics
4.	EC	355	Microeconomic Theory
5.	EC	430	Inequality and Poverty

CN 151 International Trade Theory

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	440	The Economics of International Trade

CN 152 International Finance

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	445	International Finance

CN 154 Development Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	325	Economic Development, Theory and Policy *or*
	EC	350	Macroeconomic Theory *or*
	EC	355	Microeconomic Theory
5.	EC	420	Economic Development of Latin America *or*
	EC	421	Economic Development of Africa (South of the Sahara)

ENGLISH

CN 052 The Writing and Reading of Poetry

1.	[EL	175	The Structure of Poetry] *or*
	EL	173	The Structure of Fiction and Poetry
2.	EL	275	Intermediate Workshop: Poetry
3.	EL	213	English Romanticism *or*
	EL	314	Post-Romantic 19th-Century Literature
4.	EL/AL	312	Modern Poetry

CN 053 The Writing and Reading of Fiction and Nonfiction

1.	EL	107	Journal and Essay *or*
	EL	160	The Structure of Nonfiction *or*
	EL	170	The Structure of Fiction *or*
	EL	173	The Structure of Fiction and Poetry
2.	EL	260	Intermediate Workshop: Nonfiction *or*
	EL	270	Intermediate Workshop: Fiction
3.	EL	206	Early English Novel *or*
	EL	207	Nineteenth Century English Novel *or*
	EL	314	Post-Romantic 19th-Century Literature
4.	EL	208	Twentieth Century English Novel *or*
	[EL/AL	309	Contemporary Literature]

CN 054 Dramatic Literature

Any four of the following:

	[EL	111	European Drama]
	EL	227	Greek Comedy
	*CL	152	Greek Tragedy and Its Influence
	[CL	155	Greek and Roman Comedy]
	[EL	224	Medieval and Renaissance Drama]
	[EL	225	Shakespeare]
	[EL	306	Restoration Literature]
	EL	321	Shakespeare
	[TH	326	Modern Drama]

EL 229 Modern British Drama
[EL 230 Contemporary British Drama]
[TH 216 American Drama]
RU 353 Russian Theatre
[RU 354 Chekhov]

CN 056 The Novel

Any four of the following:

[*EL 110 Continental Fiction]
EL 206 The Early English Novel
EL 207 Nineteenth Century English Novel
EL 208 Twentieth Century English Novel
[EL/AL 309 Contemporary Literature]
AL 301 The American Novel I
AL 302 The American Novel II
[RU 351 Dostoevsky]
RU 352 Tolstoy
[RU 356 Russian Literature of the 60s and 70s]

CN 157 Poetry: the Lyric Tradition

1. EL 202 Interpretation of Literature: Major Poets from the Eighteenth to the Twentieth Century *or*
   EL 203 Interpretation of Literature
2. EL 303 English Literature of the Sixteenth Century *or*
   EL 304 English Literature of the Seventeenth Century
3. EL 213 English Romanticism *or*
   EL 314 Post-Romantic 19th-Century Literature
4. EL/AL 312 Modern Poetry *or*
   AL 307 American Poetry: 1920-Present

FRENCH

N.B. Students may count one course per semester in France toward their concentrations.

CN 058 French Language and Literature

1. *One of the following:*
   FR 205 Toward Liberated Expression *or*
   FR 255 Writing in French

2–3. *Two of the following:*
   FR 227 Introduction to French Poetry *or*
   FR 228 Introduction to French Theater *or*
   FR 229 Introduction to French Prose

4. One Literature course at the 300 level *or equivalent in France*

CN 118 French Literature and Civilization

1. FR 230 Introduction to Contemporary France
2. *One of the following:*
   FR 228 Introduction to French Theater *or*
   FR 229 Introduction to French Prose
3. FR 277 Facets of a Changing France
4. *One of the following, or equivalent in France:*
   [FR 343 French Civilization in the Twentieth Century] *or*
   FR 361 French Classical Theater
   [FR 362 The French Novel in the Age of Enlightenment]
   FR 365 Literature and Society in the Ancien Régime
   [FR 366 Voltaire, Diderot, and the French Enlightenment]
   FR 375 Nineteenth Century Novel

CN 119 French Literature

1–2. *Two of the following:*
- FR 227 Introduction to French Poetry
- FR 228 Introduction to French Theater
- FR 229 Introduction to French Prose

3–4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 211 Economic Geography
3. GG 212 Urban Geography
4. *One of the following:*
   - GG 213 Population Geography
   - GG 215 Political Geography

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. [GG 250 Physical Earth Processes]
3. *One of the following:*
   - [GG 254 Weather and Climate] *or*
   - GG 251 Geomorphic Processes
4. *One of the following:*
   - GG 260 Social Aspects of Environmental Conservation
   - [GG 253 Natural Hazards]
   - GG 255 Surface Water Resources and Development

CN 164 Soviet Geography

1. GG 100 Geography: A Modern Synthesis
2. *One of the following:*
   - GG 211 Economic Geography
   - [GG 215 Political Geography]
3. GG 222 Contemporary Geography of the Soviet Union
4. [GG 422 Seminar in Soviet Geography]

CN 165 The Geography of Development

1. GG 100 Geography: A Modern Synthesis
2. GG 210 The Geography of Development
3. GG 211 Economic Geography
4. GG 213 Population Geography
5. [GG 215 Political Geography]

GEOLOGY

CN 059 Marine Geology

1. GL 112 Environmental Geology *or*
   - GL 161 Oceanography
2. GL 201 Bedrock Geology of Vermont
3. GL 342 Marine Geology
4. GL 321 Sedimentary Rocks *or*
   - GL 382 Geophysics *or*
   - GL 500 Readings and Research

CN 060 Sedimentary Rocks

1. GL 112 Environmental Geology *or*
   - GL 161 Oceanography *or*
   - GL 342 Marine Geology
2. GL 201 Bedrock Geology of Vermont

3. GG 251 Geomorphic Processes
4. GL 321 Sedimentary Rocks

CN 061 Regional Geology

1. GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GG 251 Geomorphic Processes
3. GL 342 Marine Geology *or*
   GL 321 Sedimentary Rocks
4. GL 381 Structural Geology *or*
   GL 500 Readings and Research

CN 062 Geophysics

1. [GL 152 Geologic Time] *or*
   GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 342 Marine Geology
3. GL 381 Structural Geology
4. GL 382 Geophysics

CN 063 Rocks and Minerals

1. GL 170 Global Tectonics
2. GL 211 Mineralogy
3. GL 321 Sedimentary Rocks *or*
   GL 322 Igneous Petrology
4. GL 332 Metamorphic Petrology

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German

3–4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069 American History

1. HI 203 US History (1492–1861)

2–4. *Three of the following:*

HI 204 US History (1861–1945)
[HI 361 Colonial America]
[HI 362 Era of the American Revolution (1763–1800)]
HI 363 Jeffersonian and Jacksonian America (1800–1848)
[HI 364 The Era of the Civil War and Reconstruction]
[HI 365 Victorian America 1877–1919]
HI 366 The American Frontier 1787–1892
HI 367 Twentieth Century America (1920–1948)
HI 368 Twentieth Century America (1948–Present)
HI 371 Black History

5. HI 405 Readings in American History

CN 071 Modern Europe

1. *HI 104 The Revolutionary Tradition

2–4. *Any three of the following:*

[HI 215 History of Modern Europe (1815–1900)]
[HI 216 History of Europe (1900–1968)]
HI 247 Traditional Russia
HI 248 The Russian Revolution and the Soviet Regime

[HI 346 History of France from the Old Regime to the Twentieth Century]
[HI 349 History of Germany from 1648 to the Twentieth Century]
HI 353 British History, 1603–1815
[HI 354 British History 1815–1979]
5. HI 403 Readings in Modern European History *or*
HI 413 Topics in European History

CN 072 The Rise of Europe

1. *HI 103 Turning-points in Early Modern History
2–4. *Three of the following:*
HI 247 Russian History to the Great Reforms
[HI 341 Civilization of the Dark Ages]
[HI 342 The Medieval Outlook]
HI 343 Europe in the Renaissance
HI 344 The Reformation
[HI 214 Society and Culture in Western Europe 1500–1800]
HI 403 Readings in Modern European History

CN 185 East Asian History

1. HI 331 Imperial China
2. *Any three of the following:*
HI 235 Modern East Asia: 1750–1912
HI 236 Modern East Asia: 1912–Present
HI 333 Chinese Intellectual History
HI 335 Traditional Japan
HI 336 Modern Japan
3. HI 409 Readings in Asian History

MATHEMATICS AND COMPUTER SCIENCE

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. [MA 315 Mathematical Models in the Social and Management Sciences]
4. [MA 318 Selected Topics in Operations Research] *or*
CX 213 Computer Science I

CN 074 Analysis

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075 Axiomatic Mathematics

1. MA 227 Set Theory *or*
[MA 228 Mathematical Logic]
2. [*MA 105 Finite Mathematics]
3. MA 200 Linear Algebra
4. MA 411 Elementary Topology *or*
*MA 240 History of Mathematics

CN 076 Computer Science

1. CX 213 Computer Science I
2. CX 214 Computer Science II
3–4. *Two of the following:*
MA 205 Discrete Mathematics
MA 200 Linear Algebra
[MA 228 Mathematical Logic]
MA 310 Probability

MA 311 Statistics
[MA 315 Mathematical Models in the Social and Life Sciences]
[MA 318 Operations Research]

CN 077 Discrete Mathematics

1. [*MA 105 Finite Mathematics]
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics] *or*
   MA 227 Set Theory *or*
   MA 203 Discrete Structures and Linear Algebra *or*
   MA 205 Discrete Mathematics
4. [MA 321 Elementary Number Theory]

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 200 Linear Algebra
4. [MA 310 Probability]

CN 160 Computer Literacy

1–2. *Two of the following:*
   MA 103 Introduction to Computers
   [MA 127 Elementary Computer Simulation]
   [NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]
3. CX 213 Computer Science I
4. *One of the following:*
   CX 214 Computer Science II
   CX 326 Artificial Intelligence
   [MA 315 Mathematical Models in the Social and Life Sciences]
   [MA 318 Operations Research]

CN 162 Mathematics and Statistics

1. MA 113 Analysis I
2. MA 200 Linear Algebra
3. MA 310 Probability
4. MA 311 Statistics

CN 179 Computer Systems

1. CX 213 Computer Science I
2. CX 214 Computer Science II
3. CX 223 Computer Systems and Assembly Language Programming
4. [CX 341 Operating Systems] *or*
   [CX 343 Compiler Design]
   CX 345 Programming Languages

CN 180 Computer Science Theory

1. CX 213 Computer Science I
2. CX 214 Computer Science II

3–4. *Two of the following:*
   CX 421 Theory of Computation
   CX 423 Algorithms and Complexity
   [MA 228 Mathematical Logic]

CN 181 Computer Applications

1. CX 213 Computer Science I

2–4. *Three of the following:*
   [MA 127 Elementary Computer Simulation]

CX 214 Computer Science II
CX 322 Geometry and Computer Graphics
CX 326 Artificial Intelligence
[CX 328 Advanced Topics in Cryptology]

CN 182 Computer Modeling

1. CX 213 Computer Science I
2–4. *Three of the following:*
CX 214 Computer Science II
CX 322 Geometry and Computer Graphics
[MA 315 Mathematical Models in the Social and Life Sciences]
[MA 318 Operations Research]
[MA 324 Numerical Analysis]
[NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]

Note: See Cognitive Science under Interdisciplinary listing.

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history, composition or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not exhaust the possible Music concentrations. Music faculty are available to help students design their own curricula.

CN 079 Music

1. MU 209 Music I *or* MU 180 *or* MU 110
2. MU 220 *or* MU 221 Survey of Music History *or*
MU 222 Music in Our Time
3. A 300 level Music History Course
4. MU 306 Performance *or*
MU 260 Making Music: Issues and Ideas

CN 081 Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. MU 222 Music in Our Time
4. MU 209 Music I

CN 082 Music: Performance

1. MU 306 Performance
2. MU 260 Making Music: Issues and Ideas
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History *or*
MU 222 Music in Our Time

CN 083 Music: Theory

1. MU 209 Music I
2. MU 210 Music II
3. MU 311 Materials and Literature
4. MU 220 *or* MU 221 Survey of Music History *or*
MU 222 Music in Our Time

CN 084 Music: Composition

1. MU 209 Music I
2. MU 210 Music II
3. MU 309 Music III
4. MU 311 Materials and Literature

PHILOSOPHY

CN 084 Contemporary Philosophy

1. PA 180 Introduction to Modern Logic
2. [PA 223 Introduction to Contemporary Philosophy]
3. PA 207 [Ethics and the Environment] *or*
   PA 214 Science and Society
   PA 352 Philosophy of Mind
4. [PA 351 Theory of Knowledge] *or*
   [PA 354 Philosophy of Language]

CN 085 History of Philosophy

1. *PA 201 Ancient Greek Philosophy *or*
   [CL 175 Greek Philosophy]
2. [PA 220 History of Materialism]

3–4. *Two of the following:*
   PA 221 Gender and the History of Philosophy
   [PA 222 American Philosophy]
   [PA 223 Introduction to Contemporary Philosophy]
   [PA 250 History of Early Modern Philosophy]
   PA 253 Confucianism and the Confucian Tradition in East Asia
   PA 255 Kierkegaard, Marx and Nietzsche

CN 086 Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. [PA 216 Introduction to the Philosophy of Science] *or*
   PA 214 Science and Society
3. [PA 280 Intermediate Logic] *or*
   MA 228 Mathematical Logic
4. *One of the following:*
   [PA 212 Introduction to the History of Modern Science]
   [PA 351 Theory of Knowledge]
   [PA 355 Issues in the Philosophy of Time]

CN 087 Value Theory: Ethics, Aesthetics, and Political Philosophy

1–2. *Two of the following:*
   PA 205 Human Nature and Ethics
   [PA 207 Ethics and the Environment]
   PA 214 Science and Society

3–4. *Two of the following:*
   [PA 213 Philosophy of Religion]
   [PA 233 Aesthetics]
   PS 317 Classical Political Philosophy
   PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. PH 101 *or* PH 155 *or* any physics course at the 200 level
2. MA 112 Mathematical Analysis I *or*
   MA 113 Mathematical Analysis II
3. PH 109 Mechanics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

The established Political Science concentrations listed below should not be taken to exhaust the range of possible concentrations in Political Science. Students considering a concentration in Political Science are encouraged to develop a self-designed concentration in consultation with the department chair.

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. *One of the following:*
   PS 408 Seminar on United States–Soviet Relations
   PS 412 Seminar on Diplomacy
   PS 430 Seminar on United States–Asian Relations

CN 122 American Politics

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes

2–3. Two lecture courses at the 200 or 300 level

4. A Seminar in American government

CN 123 Comparative Politics

1. PS 103 Introduction to Comparative Politics

2–3. Two lecture courses at the 200 or 300 level.

4. PS 406 Seminar on Western European Politics *or*
   PS 414 Seminar on USSR and East European Politics
   PS 415 Seminar on Latin American Politics

CN 090 Soviet and East European Politics

1. PS 103 Introduction to Comparative Politics
2. PS 227 Soviet Politics
3. PS 328 Comparative Communism
4. PS 408 Seminar on United States–Soviet Relations *or*
   PS 414 Seminar on USSR and East European Politics

CN 091 International Relations

1. PS 201 International Politics
2. PS 302 International Conflict Resolution
3. PS 311 American Foreign Policy
4. *One of the following:*
   PS 404 Seminar on the Global Political Economy
   PS 405 Seminar on the Causes of War
   PS 408 Seminar on United States–Soviet Relations
   PS 412 Seminar on Diplomacy
   PS 430 Seminar on United States–Asian Relations

CN 125 Politics, Philosophy and Law

1. *PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics
2. PS 102 The American Political Regime
3. PS 317 Classical Political Philosophy *or*
   [PS 318 Political Philosophy: Modernity] *or*
   [PS 409 Seminar on Political Philosophy: Aristotle] *or*
   PS 401 Seminar in Political Philosophy
4. PS 305 American Constitutional Law: The Federal System *or*
   [PS 306 American Constitutional Law: Individual Rights] *or*
   PS 402 Seminar in Constitutional Law

PSYCHOLOGY

CN 128 Personality/Social Psychology

1. PY 105 Introduction to Psychology
   PY 203 Social Psychology
   PY 204 Personality Psychology
   PY 325 Abnormal Psychology

CN 169 Psychology as a Natural Science

Any four of the following:

PY 105 Introduction to Psychology
PY 207 Conditioning and Learning
PY 208 Memory and Thinking
PY 301 Physiological Psychology
PY 416 The Limbic System
PY 417 Physiological Basis of Learning and Memory

CN 170 Psychology as a Social Science

Any four of the following:

PY 203 Social Psychology
PY 204 Personality Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 325 Abnormal Psychology
PY 411 Contemporary Issues in Psychology
PY 412 Issues in Clinical Psychology

CN 172 Life Span Development

Any four of the following:

PY 105 Introduction to Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 306 The Exceptional Child
TE 202 Issues in Adolescent Development

CN 173 The Psychology of Individual Differences

PY 105 Introduction to Psychology
PY 204 Personality Psychology
PY 225 Child Psychology
PY 325 Abnormal Psychology

RELIGION

CN 101 Philosophy of Religion

1. *RE 110 Foundations of Western Religious Life and Thought
2. PA 213 Philosophy of Religion
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. [RE 302 Modern Views of God and Religious Life: 20th Century] *or*
   RE 305 The Idea of God

CN 130 Comparative Religion

1. RE 110 Foundations of Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Thought
3. RE 201 The Jewish Tradition *or*
   RE 204 The Christian Tradition
4. [RE 312 Buddhist and Christian Enlightenment] *or*
   RE 315 Conflict and Identity: Jewish-Christian Relations

CN 131 Asian Religions

1. *RE 115 Introduction to Eastern Religious Thought
2. *Any three of the following:*
   RE 209 The Hindu Tradition
   RE 210 The Buddhist Tradition: India and Tibet
   [RE 211 The Buddhist Tradition: China and Japan]
   RE 311 Buddhist Philosophy

CN 132 Buddhism

1. RE 210 The Buddhist Tradition: India and Tibet
2. [RE 211 The Buddhist Tradition: China and Japan]
3. RE 311 Buddhist Philosophy
4. [RE 312 Buddhist and Christian Enlightenment]

CN 133 The Christian Tradition

1. *RE 105 Introduction to the English Bible *or*
   RE 281 Studies in the New Testament
2. RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition
3. HI 344 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
   [RE 302 Modern Views of God and Religious Life: 20th Century]

CN 147 Western Religious Thought

1. *RE 110 Foundations of Western Religious Life and Thought
2. *RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition

3–4. *Any two of the following:*

RE 301 Modern Views of God and Religious Life: The 19th Century
[RE 302 Modern Views of God and Religious Life: The 20th Century]
[RE 304 Seminar in Jewish Thought]
RE 305 The Idea of God

RUSSIAN

CN 102 Russian

1. RU 101–102 Beginner's Russian (2 semesters)
2. RU 201–202 Intermediate Russian (2 semesters)
3. *RU 151 Russian Literature's Golden Age (1830–1880) (in English)
4. RU 324 Russian–Soviet Culture

CN 103 Russian Literature in Translation

Any four of the following:

*RU 151 Russian Literature's Golden Age (1830–1880)
*RU 152 Revolutionary Literature in a Revolutionary Society
[RU 351 Dostoevsky]
RU 352 Tolstoy
[RU 353 Russian Theater]
[RU 354 Chekhov]
[RU 356 Russian Literature of the 60's and 70's]

SOCIOLOGY/ANTHROPOLOGY

CN 104 Comparative Cultures

Any four of the following:

[SA 321 Native Peoples of North America]
SA 326 Latin American Society and Culture
SA 332 African Peoples and Culture
SA 335 Chinese Society and Culture
SA 336 Indian Society
[SA 343 American Community Studies]
SA 354 Ethnic Groups in the United States
SA 355 Race and Ethnicity
SA 367 African-American Anthropology

CN 134 Simple and Complex Institutions

Any four of the following:

SA	308	Sociology of Religion
SA	315	Sociology of Education
[SA	338	Power and Authority in World Cultures]
SA	341	Urban Anthropology
[SA	344	Urban Sociology]
[SA	345	Work, Leisure, and Sport]
SA	373	Anthropology of Music
[SA	380	The Anthropology of Religion]
[SA	381	Symbolic Anthropology]
[SA	385	Medical Sociology]
[SA	387	Sociology of Law]

CN 135 Social Groups in American Society

Any four of the following:

SA	191	Introduction to Women in Social Thought
[SA	307	Social Movements and Collective Action]
[SA	316	Sociology of Youth]
[SA	343	American Community Studies]
SA	354	Ethnic Groups in the United States
SA	367	African-American Anthropology
[SA	370	Sociology of Inequality]
SA	390	Sociology of Women

CN 136 Social Policy Issues

Any four of the following:

SA	315	Sociology of Education
[SA	321	Native Peoples of North America]
SA	367	African-American Anthropology
[SA	370	Sociology of Inequality]
[SA	385	Medical Sociology]
[SA	387	Sociology of Law]
SA	388	Deviance
SA	390	Sociology of Women
SA	489	Seminar in the Sociology of Mental Illness

CN 186 Health and Society

Any four of the following (but no more than one Psychology course):

SA	190	The Evolution of Humans and Prehistoric Cultures
SA	352	Social Psychology
[SA	385	Medical Sociology]
SA	388	Deviance
SA	489	Seminar on the Sociology of Mental Illness
PY	204	Personality Psychology
PY	325	Abnormal Psychology
PY	412	Issues in Clinical Psychology

CN 187 Social Inequality

Any four of the following:

SA	191	Introduction to Women in Social Thought
[SA	304	Women, Culture and Society]
[SA	307	Social Movements and Collective Action]
[SA	321	Native Peoples of North America]
SA	335	Chinese Society and Culture

SA 336 Indian Society
[SA 338 Power and Authority in World Cultures]
[SA 343 American Community Studies]
SA 367 African-American Anthropology
SA 390 Sociology of Women

CN 188 Theory and Methods

Any four of the following:

SA 103 Selected Topics in Socio-Cultural Anthropology
SA 105 Society and the Individual: Issues in Freedom and Constraint
SA 205 Topics in Social Thought—Stability and Change
SA 301 Research Process—Sociology
SA 302 Research Process—Anthropology

SPANISH/ITALIAN

CN 189 Latin American Civilization

1. SP 219 Self Expression in Spanish
2. SP 220 Spanish Conversation
3. SP 356 Ideas and Cultures of Spanish America from the Conquest to Independence
4. One course at the 400 level.

CN 107 Hispanic Literature

1. SP 219 Self-Expression in Spanish
2. SP 300 An Introduction to the Study of Hispanic Literature

3–4. *Two of the following:*

SP 301 The Literature of Spain from the Middle Ages to 1700 *and*
SP 302 The Literature of Spain from the Eighteenth Century to the Present *or*
SP 303 The Literature of Spanish America from the Conquest to the Nineteenth Century *and*
SP 304 The Literature of Spanish America from the Nineteenth Century to the Present

CN 156 Italian

1. IT 251 Intermediate Italian
2. IT 252 Advanced Italian

3–4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112A Elementary Education

1. PY 225 Child Development *or*
   TE 201 Critical Issues in American Education
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics and Science in the Elementary School
4. Winter Term Methods of Teaching the Arts and Music in the Elementary School
5. TE 404 Curriculum Development in the Elementary School
6. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 201 Critical Issues in American Education *or*
   TE 202 Issues of Adolescent Development *or* the equivalent
2. Winter Term Field Experience course
3. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
4. TE 414 Problems and Methods in Secondary Education
5. TE 415–416–417 Student Teaching

CN 112C Perspectives on Childhood Teaching and Learning

1. PY 225 Child Development *and/or*
   TE 201 Critical Issues in American Education (or its equivalent)

And two or three of the following:

TE 205 Methods of Teaching Language Arts in the Elementary School
TE 210 Methods of Teaching Mathematics and Science in the Elementary School
Winter Term Children and the Arts
TE 500 Independent Study

CN 112D Perspectives on Adolescent Teaching and Learning

TE 201 Critical Issues in American Education *and/or*
TE 202 Issues of Adolescent Development (or its equivalent)

And two or three of the following:

TE 220 Teaching Reading and Study Skills in Secondary School Subjects
TE 305 Contemporary Topics in Higher Education
TE 500 Independent Study

THEATRE, DANCE AND FILM

CN 108 Acting and Directing

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. *One of the following:*
   TH 126 Theatre History
   TH 206 Contemporary Women Playwrights
   TH 216 American Drama
   TH 326 Modern Drama
   TH 306 Twentieth Century Experiments
5. *One of the following:*
   TH 210 *or* TH 220 Production Studios
   TH 302 Voice
   TH 429 Spring Repertory Production Company
   TH 500 Independent Project

CN 109 Stage Design

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 211 Design
3. TH 213 Lighting *or*
   [TH 315 Costume Design]
4. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project
5. TH 306 Twentieth Century Experiments *or*
   TH 226 Modern Drama

CN 148 Dance

1. TH 284 Dance History
2. TH 276 Anatomy and Kinesiology *or*
   TH 279 Movement Intentionality
3. *Any three of the following:*
   TH 160/161/162 Beginning Dance
   TH 260/261 Intermediate Dance
   TH 360/361 Advanced Dance

CN 149 Film/Video

1. **TH 130 Film Form and Film Sense**
2. **TH 231 Film History**

3–5. *Any three of the following:*

[TH 234 American Film Genres]
TH 235 Sight and Sound
TH 236 Television as Culture
TH 237 Japanese Cinema
[TH 238 Third World Cinema]
TH/EL240 Screenwriting
TH 330 Film and Modernism
TH 333 History of Video
[TH 334 Politics and Film]
[TH 335 Voyeurism and Cinema]
[TH 336 Women and Film]

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100–199 are usually taken by freshmen; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1989–90 are bracketed. Abbreviations include: Lab, laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1988–89 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 The Process of Writing Papers Fall

A writing workshop designed for students who would like to improve their writing and for students for whom English is a second language. We will concentrate on the process involved in writing a paper from freewrites about a topic, through drafts, to the final version. The creation and support of arguments, as well as grammatical points, will be emphasized. The thematic focus of the course will be concerned with the issues surrounding survival, both in a physical sense and a psychological sense. This course does not fulfill the College Writing requirement. Mrs. Pack

ID 101 The Process of Writing Papers Spring

Same as ID 100, above. Mrs. Pack

COLLEGE WRITING PROGRAM

After completing a Freshman Seminar, every student must elect, within the next three semesters, at least one course designated as a Writing Intensive course.

Writing Intensive courses are designed to continue developing and improving the skills of written communication addressed in the Freshman Seminars. They are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these Writing Intensive courses is a graduation requirement. Students who have completed one

Writing Intensive course may elect a second, different course in the Program, space permitting. In 1989–90, the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION
AC 103A The North American Indian
AC 103B The United States as a Middle-class Nation
AL 306 American Poetry: 1620–1920

BIOLOGY
BI 111 Writing on Nature

CHEMISTRY
***CH 170 Chemistry for Citizens**

ECONOMICS
EC 155C Introductory Micro Economics

ENGLISH
EL 107 Journal and Essay
EL 160 The Structure of Nonfiction
[EL 173 The Structure of Fiction and Poetry]
EL 202 Major Poets from the 18th to the 20th Century
EL 203 Interpretation of Literature
EL 204 Chaucer, Shakespeare, Milton

ENVIRONMENTAL STUDIES
ES 401 Environmental Policy Formation

FRENCH
FR 112 Humanists and Heroes
FR 229 Introduction to French Prose

GEOLOGY
GL 101 National Parks
GL 201 Bedrock Geology of Vermont

HISTORY
***HI 103 The Revolutionary Tradition**

MATHEMATICS
MA 240 History of Mathematics

PHILOSOPHY
***PA 150B Introduction to the Philosophical Tradition**

PHYSICS
PH 201 Relativity and Quantum Physics

POLITICAL SCIENCE
PS 103 Patterns of Government: Introduction to Comparative Politics
PS 208 The Politics of the U.S. Congress

RELIGION
RE 202 Modern Judaism

SPANISH
SP 219 Self-Expression in Spanish

THEATRE, DANCE, AND FILM/VIDEO
***TH 130 Film Form and Film Sense**

Approved winter term courses when offered.

*Foundations Course

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the departments of Chinese, Classics, French, German, Italian, Russian, Spanish, and in the Program in Japanese, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

[*FL 201 Introduction to Linguistics]

FL/SA 203 Languages of the World: The Indo-European Languages Fall

See Sociology/Anthropology department listings for description. Mr. Chew

FL/SA 204 Languages of the World: The non-Indo-European Languages, including Arabic, Chinese and Japanese Spring

See Sociology/Anthropology department lisings for description. Mr. Chew

[*FL 206 Thinking Linguistics]

[FL 211 Sociolinguistics]

[FL 212 Psycholinguistics]

[FL 213 Bilingualism]

[FL 225 Sound Patterns in Language]

FL 226 The West and its Others Fall

Critical analysis of a number of documents, literary works and films that mark or reflect major moments in the West's contact with the foreign other, from 'discovery' of the New World to contemporary America. Readings will include *The Tempest*, *Passage to India*, *Robinson Crusoe*, *Heart of Darkness*, *Things Fall Apart*, *The Quiet American*, *Woman Warrior*, and *Hunger of Memory*. Not open to students who have taken the freshman seminar on "Versions of the Foreign."

Mr. Clifford, Mr. Knox

[FL 295 Germanic Linguistics]

[FL 301 Romance Linguistics]

[FL 312 Introduction to Historical and Comparative Linguistics]

[FL 340 The Art and Craft of Translation]

FL 405 Franz Kafka Fall

A broad selection of parables and short stories—among them "The Judgement," "Metamorphosis," "A Hunger Artist," "The Burrow," and "In the Penal Colony"—will be interpreted in class; then our interpretations will be re-argued in the light of major pieces of Kafka criticism. Once a critical vocabulary has been established through inspection of the shorter pieces, students will be asked to write a major paper on one of Kafka's three novels, Kafka's diaries and published correspondence will serve as further background material. (At least one 300 level literature course.)

Mr. Sparks

For additional courses offered in English, see also:

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

[CS 216 Traditional Chinese Fiction]

CS 220 Modern Chinese Fiction Spring

CS 225 Classical Chinese Poetry Fall

CS 260 Introduction to Literary Theory and Criticism Fall

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

***CL 131 History of Classical Greece** Fall

[*CL 132 History of Rome]

***CL 150 The Ancient Epic** Fall

***CL 152 Greek Tragedy** Spring

***CL 175 Greek Philosophy** Fall

CL 332 Problems in Ancient History: Civil War Spring

CL 450 History of Classical Literature Spring

FR 112 Humanists and Heroes Spring

[*FR 115 Realism: French Fiction from Stendhal to Proust]

[*FR 120 Women Writers in France]

***IT 290 Dante** Spring

JA 216 Traditional Japanese Literature in Translation Fall

JA 220 The Novel and the Novelist in Modern Japan Spring

***RU 151 Russian Literature's Golden Age (1830–1880)** Fall

***RU 152 Russian Modernism (1880–Present)** Spring

[RU 351 Dostoevsky]

RU 352 Tolstoy Spring

[RU 353 Russian Theatre]

[RU 354 Chekhov]

[RU 356 Russian Literature of the 60's and 70's]

DIVISION OF NATURAL SCIENCES

[*NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]

*Foundations Course

AMERICAN LITERATURE AND CIVILIZATION

Professors: John McWilliams (chair), Stephen Donadio *Assistant Professors:* John Gilkeson (Dana Faculty Fellow in American Civilization), Joanne Jacobson, Karl Lindholm, Brett Millier (on leave all year) *Visiting Assistant Professor:* Kenneth Myers

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor McWilliams, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major (formerly called American Studies), directed this year by Professor Gilkeson, involves study of a wide range of developments in American culture through a series of courses offered by at least seven different participating departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and movements as they have developed historically. This program of study within the department emphasizes the systematic study of American literature, in the broader context of the culture as a whole, from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will normally take two courses in American history (HI 203–204 are especially recommended) and two courses in a non-American literature (EL 201 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take four courses in the creative writing sequence offered by the English Department.

The Senior Program consists of a fall term seminar (AL 704), and a winter term seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. During the spring of the junior year, in consultation with the faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters. Creative Writing theses will be supervised by the faculty in Creative Writing.

An oral examination will be given on the completed thesis. The examination will be administered by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department and a minimum of B on the General Examination.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 021 **American Values and the Revolution** Fall
Mr. McWilliams

FS 023 **Literary Perspectives on Afro-American Slavery** Fall
Mr. Myers

FS 031 **American Identity and Americanization** Fall
Mr. Gilkeson

FS 059 **The Nature and Impact of Television** Spring
Mr. Donadio

COLLEGE WRITING PROGRAM

AC 103A, AC 103B and AL 306 satisfy the College Writing requirement. For full description of the College Writing Program, see p. 117.

AC 103A The North American Indian Spring

An introduction to Native American cultures and to the history of white-red relations. We shall study Indian religious beliefs (particularly those of the Iroquois), 19th-century white stereotypes of the Indian, the politics of Indian Removal, patterns of military conquest and confinement to reservations, paintings by Benjamin West, John Vanderlyn, and George Catlin, photographs by Edward Curtis, and fiction by Fenimore Cooper, Scott Momaday and Louise Erdrich. Mr. McWilliams

AC 103B The United States as a Middle-Class Nation Spring

Since the first public opinion polls were taken in the late 1930's, a majority of Americans have considered themselves members of the great American middle class. This course traces the growth of the American middle classes from their origin in the early nineteenth century through the present. It also traces the spread of middle-class consciousness over the same period. Why should Americans prefer to see their country as a middle-class nation? Mr. Gilkeson

AL 306 American Poetry: 1620–1920 Spring

See description below. Mr. Myers

AL 201 American Literature: 1620–1830 Fall

A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 35 students. (Freshmen admitted only with instructor's permission during first week of classes.) Ms. Jacobson

AL 202 American Literature: 1830–1865 Spring

A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. (Freshmen admitted only with instructor's permission during first week of classes.) Mr. Myers

AL 203 American Literature: 1865–1940 Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American Literature and American Civilization. Limited to 70 students. (Freshmen admitted only with instructor's permission during first week of classes.) Ms. Jacobson

[AL 240 American Autobiography]

[AL 260 Fiction by American Women]

AL 301 The American Novel: I Fall

The development of the American novel in the 19th century, including work by Brockden Brown, Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Wharton and Crane. (Open to juniors and seniors only.) Mr. McWilliams

AL 302 The American Novel: II Spring

The development of the American novel in the 20th century, including fiction by Dreiser, Hemingway, Fitzgerald, Dos Passos, Faulkner, West, Wright, Bellow and others. (Open to juniors and seniors only.) Mr. Donadio

AL 306 American Poetry: 1620–1920 Spring

American poetry from the Puritans to the first generation Moderns. Particular attention will be paid to works by Anne Bradstreet, Edward Taylor, R.W. Emerson, Walt Whitman, Ezra Pound and T.S. Eliot. Close reading will be encouraged by the assignment of numerous short papers. Mr. Myers

[AL 307 American Poetry: 1920–Present]

[*AL/EL 309 Contemporary Literature]

AL/AC 340 Regionalism: American Regional Fiction: 1880–1940 Spring

For the early 20th-century American writer, recreating one's region involved far more than describing a subculture through details of local color. The regional impulse was both an affirmation of the new literary Realism and a worried defense against the equally new forces of technology and industrialization. We will compare short stories and novels about New England (Sarah Orne Jewett and Edith Wharton), about the Midwest (Willa Cather and Sherwood Anderson), about California (Frank Norris and John Steinbeck), and about the South (Ellen Glasgow and William Faulkner). Mr. McWilliams

[AL 355 Black American Literature]

AL 356 Topics in Afro-American Literature: The Literature of Afro-American Slavery Spring

Readings this semester will include slave narratives by Frederick Douglass and Harriet Jacobs; white accounts of visits to slave plantations by F. L. Olmsted and Thomas Higginson; and novels by both black and white authors, including Harriet

Beecher Stowe's *Uncle Tom's Cabin*, Mark Twain's *Huckleberry Finn*, Frances Harper's *Iola Leroy*, William Faulkner's *Go Down, Moses*, Ishmael Reed's *Flight to Canada*, David Bradley's *The Chaneysville Incident*, Charles Johnson's *Oxherding Tale*, and Sherley Anne William's *Dessa Rose*. Mr. Myers

[AL/AC 420 American Culture: 1941–1961]

AL 450 Seminar in Major Authors Fall

Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required. Fall: Mark Twain and Henry Adams
Ms. Jacobson

AL 500 Special Research Fall, Spring

Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research Fall, Spring

For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year.

AL 704 Senior Seminar Fall

Group discussion of selected works related to the required reading list for majors. Regular oral presentations and written work required. Readings in 1989 will focus on 19th and 20th Centuries.
Mr. Donadio

N.B.: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a certain range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in an interdisciplinary major field (see Section II); and second, through the American Civilization Seminars and the Senior Essay or Honors Thesis (see Section III).

Freshmen considering an American Civilization major should think seriously about the fact that an interdisciplinary major can be more, not less, demanding than one in a single discipline. A considerable amount of initiative and self-direction is expected of students in the Program, especially in the fulfillment of the senior thesis requirement.

Mr. Gilkeson is Director of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult Ms. Jacobson or any of the following advisers: Ms. Bellows (History), Ms. Cook (Music), Mr. Cornwall (Economics), Mr. Davis (Political Science), Mr. Donadio (American Literature and Civilization), Mr. Ferm (Religion), Ms. Mayer (Geography), Ms. Nelson (Sociology/Anthropology), Mr. Perry or Mr. Grindon (Theatre, Dance and Film/Video), Mr. Wilson or Mr. Andres (Art). In the completion of their course work and research, majors in American Civilization are encouraged to seek advisers outside the faculty of the department itself.

Eighteen courses in three categories listed below are required for the major. Since the character of the program of study is interdivisional, students majoring in American Civilization are not required to take a College concentration.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR

I. Courses required of all students (5)

1. HI 203 United States History: 1492–1861
2. HI 204 United States History: 1861–1960
3. AL 202 The American Renaissance
4. *One of the following:*
- **AL 201 American Literature: 1620–1830**
- **AL 203 American Literature: 1865–1940**
- **AR 207 American Art**
- **AR 211 American Design**
- **MU 326 American Music**
- **PA 222 American Philosophy**
- **PS 102 American Political Regime**
- **PS 104 Introduction to American Political Processes**

RE 220 **The Shaping of American Religious Life**
SA 343 **American Community Studies**
SA 390 **Sociology of Women**
SA 367 **African-American Anthropology**
5. AC 220 **Topics in American Civilization** *or*
AC 330 **Studies in American Civilization**

II. Interdisciplinary major field (9)

A. *Six* courses will be chosen from a list of department-designed major fields (see list which follows). Students may also petition for approval of self-designed major fields; self-designed fields, constructed either thematically or chronologically, must be approved by the end of the first week of fall semester classes of the junior year. Students must select courses from at least three different departments in completing the requirements of the major field. Department-designed major fields include:

Early America
Nineteenth-Century America
Twentieth-Century America
The Fine Arts in America
Women and Minorities in America
American Institutions
The American Environment
American Intellectual History
Urban and Economic America

B. Students must select *three* courses, pertinent to their interdisciplinary major field, which concern a culture or cultures outside the U.S. (e.g., for Twentieth-Century America, GG 210 [Development]; PS 225 [Comparative Politics: Western Europe]; RU 152 [Russian Lit. 1880–]; HI 336 [Modern Japan]; HI 238 [Modern Middle East History]; HI 286 [Modern Latin American History]; FR 313 [Topics and Problems in Contemporary French Civilization]). These three courses must be approved by the Program Director no later than the fall semester of the junior year.

III. Advanced Studies (3–4)

AC 400 **Junior Seminar in American Civilization (Fall)**
AC 700 **Senior Essay (Fall)** *or* **Senior Honors Thesis (Fall, Winter)**

Note: To qualify as a candidate for Honors, one must have had an average of B or better for previous work in the major.

AC 704 **Senior Seminar in American Civilization (Spring)**

MAJOR FIELDS IN AMERICAN CIVILIZATION

Each of these fields may also include appropriate courses approved by departmental advisers.

EARLY AMERICA

AL 201 **American Literature: 1620–1830**
AL 306 **American Poetry 1620–1920**
HI 361 **Colonial America**
HI 362 **Revolutionary America: 1763–1800**
PS 102 **The American Political Regime**
RE 306 **From Puritanism to the Gospel of Wealth**

NINETEENTH-CENTURY AMERICA

AL 301 **The American Novel I: 19th C.**
AL 203 **American Literature: 1865–1940**
AR 407 **Seminar in American Art**
HI 363 **Jeffersonian and Jacksonian America**
HI 364 **Civil War and Reconstruction**
HI 365 **Victorian America**
HI 366 **American Frontiers**

TWENTIETH-CENTURY AMERICA

AC 220 **Topics in American Civilization**
AC 330 **Studies in American Civilization**
AC 420 **American Culture: 1941–1961**
AL 302 **The American Novel II**
AL 203 **American Literature: 1865–1940**
AL 307 **American Poetry: 1920–present**
AL 450 **Seminar in Major Authors**
AR 202 **Modern Art**
AR 308 **Late Modern Art**
AR 403 **Seminar in Modern Architecture**
GG 211 **Economic Geography**
GG 212 **Urban Geography**
GG 260 **Social Aspects of Environmental Issues**
HI 367 **Twentieth-Century America: 1920–1948**
HI 368 **Twentieth-Century America: 1948–present**
PS 208 **The Politics of the U.S. Congress**
PS 306 **American Constitutional Law: Individual Rights**

PS 314 Politics of American Urban Areas
PS 425 Seminar on the American Presidency
RE 307 Three Americans: James, Dewey, Niebuhr
SA 315 Sociology of Education
SA 316 Sociology of Youth
SA 344 Urban Sociology
SA 367 African-American Anthropology
SA 385 Medical Sociology
SA 387 Sociology of Law
SA 388 Deviance
TH 234 American Film Genres
TH 236 Television as Culture

THE FINE ARTS IN AMERICA
AR 202 Modern Art
AR 207 American Art
AR 211 American Design
AR 308 Late Modern Art
AR 403 Seminar in Modern Architecture
MU 326 American Music
TH 216 American Drama
TH 234 American Film Genres
TH 236 Television as Culture

WOMEN AND MINORITIES
AL 260 Fiction by American Women
AL 355 Black American Literature
GG 412 Women in the City
HI 371 Black History
RE 290 Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writings of the West
SA 191 Introduction to Women in Social Thought
SA 321 Native Peoples of North America
SA 367 African-American Anthropology
SA 370 Sociology of Inequality
SA 388 Deviance
SA 390 Sociology of Women

AMERICAN INTELLECTUAL HISTORY
AL 201 American Literature: 1620–1830
PA 222 American Philosophy
HI 405A The Roosevelt Era and its Legacy
PS 305 Constitutional Law: The Federal System
PS 306 Constitutional Law: Individual Rights
RE 220 The Shaping of American Religious Life
RE 306 From Puritanism to the Gospel of Wealth
RE 307 Three Americans: James, Dewey and Niebuhr
SA 205 Topics in Social Thought: Stability and Change

THE AMERICAN ENVIRONMENT
AL 340 The American Wilderness
AR 314 America: The Visual Environment
AR 407 Seminar on American Art
EC 365 Environmental Economics
EL/AL 113 Visions of Nature
GG 225 Surface Water Resources and Development
GG 260 Social Aspects of Environmental Issues
PA 190 Ethics and the Environment

URBAN AND ECONOMIC DEVELOPMENT IN AMERICA
AL 203 American Literature: 1865–1940
EC 150 Introductory Economics (Macro)
EC 155 Introductory Economics (Micro)
EC 310 Economics of Investing in Securities
EC 315 Corporate Decision-Making
EC 360 Urban/Regional Economics
EC 475 Monetary Theory and Financial Institutions
EC 480 Labor
EC 485 Inequality and Poverty
GG 211 Economic Geography
GG 212 Urban Geography
GG 412 Women in the City
PS 314 American Urban Politics
SA 344 Urban Sociology

AMERICAN INSTITUTIONS
EC 310 Economics of Investing in Securities
EC 315 Corporate Decision-Making
EC 365 Environmental Economics
EC 455 Industrial Strategies
EC 465 Special Topics in Environmental Economics
EC 475 Monetary Theory and Financial Institutions
PS 208 The Politics of the U.S. Congress
PS 305 American Constitutional Law: The Federal System

PS 306 American Constitutional Law: Individual Rights
PS 425 The Presidency
RE 220 The Shaping of American Religious Life
RE 308 Seminar in American Religious History
SA 307 Social Movements and Collective Action
SA 315 Sociology of Education
SA 345 Work, Leisure and Sport
SA 385 Medical Sociology
SA 387 Sociology of Law

AC 103A The North American Indian Spring

See College Writing Courses listed at the beginning of American Literature course listings for description. Mr. McWilliams

AC 103B The United States as a Middle-Class Nation Spring

See College Writing Courses listed at the beginning of American Literature course listings for description. Mr. Gilkeson

AC 220 Topics in American Civilization: American Culture Comes of Age, 1919–1945 Fall

This course examines Americans' self-conscious search for a national culture between Versailles and Hiroshima. It seeks to understand how the American way of life, the butt of criticism in the 1920's, came to be defined as a normative democratic culture by the end of the Second World War. Among the topics to be studied are the search for a usable past, consumerism and mass culture, the documentary impulse, the wartime democratic revival, and the American Studies movement. Enrollment limited to 35. Mr. Gilkeson

AC 330 Studies in American Civilization: Conflicts of Power in the U.S. Since Watergate Spring

This course will look at "culture" in the U.S. since the 1972 Watergate break-in as a function of conflicts over power, rather than as a function of consensus. The course will be organized around a set of competing claims to "cultural" territory. Topics to be covered will include: the welfare state; the women's movement; affirmative action; cultural literacy; the AIDS epidemic; bilingual education; immigration; the farm crisis; abortion; the New Right; and the rhetoric of American decline. Texts for the course will consist of fiction, autobiography, journalism, non-fiction essays and film. Enrollment limited to 35. Ms. Jacobson

AC/AL 340 Regionalism: American Regional Fiction 1880–1940 Spring

See American Literature course listings for full description. Mr. McWilliams

AC 400 Seminar in American Civilization (Junior Year): The United States in the Progressive Era Fall

This course examines social and cultural developments as Americans entered the twentieth century. Among the topics to be studied are progressive reform, the New Immigrant, the New Woman, black protest, commercialized amusements, and consumer culture. Mr. Gilkeson

[AC/AL 420 American Culture: 1941–1961]

AC 500 Independent Study Fall, Spring Staff

AC 700 Senior Essay/ Senior Thesis Fall, Winter

For students who have completed AC 400 and thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. The essay is to be submitted no later than the last Thursday of fall term; the thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year): The United States in the 1970's and 1980's Spring

This course examines American life since the dual shocks of withdrawal from Vietnam and the Arab oil embargo. It seeks to understand how Americans have responded to declining productivity at home and declining American influence abroad. Among the topics to be studied are the decline of the imperial presidency, America's new status as a debtor nation, the rise of a black middle class, the feminist movement, and religious and political fundamentalism. Mr. Gilkeson

ART

Professors: Glenn Andres, David Bumbeck, John Hunisak *Associate Professors:* James Butler, David Napier, Eric Nelson, Christopher Wilson *Assistant Professors:* Guy Hedreen, John Huddleston, Kirsten Powell,

Richard Saunders (College Curator) *Visiting Assistant Professor:* Cynthia Packert *Visiting Instructors:* Jen-Mei Ma, Kevin Salatino *Artist-in-Residence:* Fall, Claire Watson; Spring, Barbara Penn

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History, and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: Five additional courses of choice in art history (of which at least one must be in each of the following areas: Non-Western, Ancient/Medieval, Renaissance/Baroque, and 18th–20th century); AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), during fall and winter, in order to write a senior thesis. AR 325, Special Problems in Art History, will be offered on a rotating basis with different faculty members offering a variety of "problems" which are methodological in focus; it is strongly recommended that all art history majors take one of these offerings. *Recommendation:* Graduate schools of art history require students to pass reading examinations in both French and German.

(Note: Beginning 1990–91 senior work in art history will be in three consecutive semesters – fall, winter, spring. In the fall semester, AR 400 will be offered with a new numerical designation; winter term and spring will be devoted to research and writing of the thesis.)

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work, which consists of three terms of AR 720 to carry out a sustained studio project. All senior studio majors are required to present an exhibition of their work during their senior year.

Architecture Emphasis: Four additional courses in the history of art and two additional studio courses, and two terms of AR 730 (senior work), during fall and winter, in architectural design. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher.

Categories of honors are based upon cumulative departmental averages as follows:

6.3 or higher	Honors
7.5 or higher	High Honors
8.1 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101 or 103, AR 400, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 004 Paris 1848–1900: Art and Culture Fall
Mr. Hunisak

FS 033 Gamaliel's Town Fall
Mr. Andres

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of painting, sculpture, and architecture from cave painting to contemporary art. By examining major monuments of the Western and non-Western traditions, our aim will be to consider a variety of works of art and architecture as independent statements and as works that belong to a specific place and moment in time. Issues of form, style, and iconography will be addressed, with particular emphasis on their relationship to historical and cultural circumstances. Two lectures and one discussion per week. Mr. Andres, Mr. Hunisak, Ms. Packert

AR 103 Introduction to Far Eastern Art Spring

As an introduction to the art of the Far East, this course will examine the painting, sculpture, architecture, and decorative arts of India, Southeast Asia, China, and Japan. Works of art will be studied in terms of style, iconography, and social and historical context. Three lectures. Ms. Ma

AR 115 Introduction to 'Primitive' Art Fall

An introduction to ethno-aesthetics and the traditional arts of small-scale, non-western societies. The course concentrates on a number of different geographic areas and uses them to isolate general methodological issues. In addition to considering the obvious problem of why certain traditions have been wrongly labelled primitive, the course will focus on such specific topics as the depletion of the exotic, the role of the artist in other cultures, the uses of art in ritual, and the presentation of the self through art. Ms. Packert

[AR 200 Renaissance Architecture]

AR 201 Art of the Italian Renaissance Fall

A selective survey of Italian Renaissance art and architecture, with an emphasis upon leading masters seen in their artistic, intellectual and religious context. Mr. Salatino

AR 202 Modern Art Spring

A survey of painting and sculpture from Post-Impressionism to the present. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social, and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art. Ms. Packert

AR 207 American Art: 1750–1900 Spring

A survey of American Painting focusing upon the major painters and themes of the 18th and 19th centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Rider. Mr. Salatino

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors. Junior and senior non-majors will be wait-listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Students are required to take AR 210, in order to receive credit for AR 209. Each section limited to 22 students.

Mr. Bumbeck, Mr. Nelson, Mr. Butler, Mr. Huddleston

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster and mixed materials. In the second segment we will introduce applied color theory through the medium of casein paint.

Ms. Bocanegra, Mr. Bumbeck, Mr. Huddleston, Mr. Nelson

[AR 211 American Design]

[AR 216 Art of the Middle Ages]

[AR 218 History of Photography]

[AR 219 Ancient Art]

AR 301 Modern Architecture Spring

The Western tradition in architecture since the Industrial Revolution. A survey of the persons, monuments and developments that established the aesthetic, social and technological background for the contemporary architectural scene.

Mr. Andres

[AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome]

AR 303 Northern Renaissance Art: 1300–1600 Fall

Northern European art from the 14th to the mid-16th century. Problems of style and iconography will be discussed, with stress upon such figures as Claus Sluter, Jan van Eyck, Hugo van der Goes, Dürer, and Breugel. Mr. Salatino

[AR 304 Northern Baroque Art]

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate.

Mr. Hunisak

[AR 306 Masterpieces of Chinese and Japanese Painting]

[AR 307 The Art of the City]

[AR 308 Late Modern Art]

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209 and AR 210.) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Staff

AR 311 The Home of the Heroes: The Art and Archaeology of the Aegean Bronze Age Fall

An introduction to Minoan and Mycenaen Civilization, with special emphasis on current art historical, architectural and historical questions in Aegean archaeology. Some consideration of archaeological method will be included in the course. Mr. Hedreen

AR 312 Roman Art Fall

A survey of Roman art and architecture from the rule of the Etruscan Kings to the reign of the Emperor Constantine. Special attention will be paid to the sources of Roman art and to the function and significance of art in Roman society. Mr. Hedreen

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210.) Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.) Mr. Bumbeck

AR 317 Film and Modernism in the Arts Spring

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical movements are shown to have an influence upon film theory and filmmaking. Reading, screenings, oral reports and research papers. (AR 202 and TH 130.) Mr. Perry

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold-making, casting, carving, and construction in wood and metal in figurative and non-figurative forms of expression. (AR 209 and AR 210.) Limited to 15 students. Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater concentration in a specific area or exploration of new techniques and concepts. Mr. Nelson

[AR 321 Indian and Indonesian Art]

[AR 322 Eighteenth Century Art and Architecture]

AR 325/CL 325 Special Problems in Art History: Rome of the Caesars, Rome of the Popes Spring

This course will be an interdisciplinary study of the greatest capital city in the West during a period of nearly two millennia. We will begin with Imperial Rome. Then we will trace the city's evolution as a Christian capital, which aggressively incorporated its pagan and imperial past into a new synthesis, papal *and* imperial. Our investigation will utilize primary sources—art works, buildings, and original texts—and modern scholarly syntheses. Our goal is to achieve a deeper understanding of the city's rich past, as well as of the living, present city in light of that past. John Hunisak
Jonathan Price

AR 327 Photography Fall

An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Limited to 15 students. (AR 209 and AR 210.) Mr. Huddleston

AR 328 Photography Spring

A continuation of AR 327. Mr. Huddleston

AR 331 Special Topics in Studio: Monumental Sculpture Through Drawing, Photography, and Small Works Fall

Students will explore drawing in plan, elevation, and cross section in developing sculptural ideas and models. Students will photograph the models in combination with drawings and other photography backdrops or photo-collage to create 2-dimensional explorations of scale and space and to explore the notion of monumentality. Sources from the still life,

the diorama, science fiction cinema, dreams and microcosms will be examined. Claire Watson

AR 332 Special Topics in Studio: Advanced Drawing Spring

Students will pursue issues in drawing of a more complex nature than those introduced in AR 209. Projects will involve both small and large scale works in a variety of media, such as ink, oil crayon, various papers and surfaces. Issues of abstraction, figuration, perception, and invention will be explored. Barbara Penn

[AR 400 The Art Work and the Word]

[AR 401 Seminar in Modern Art]

AR 403 Seminar in Modern Architecture: Architecture after the Masters Spring

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies and LeCorbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration. (AR 301 or AR 307.)

Mr. Andres

[AR 405 Seminar in Baroque Art: The Life and Work of Rembrandt]

[AR 407 Seminar in American Art]

AR 409 Art Museums: Theory and Practice Spring

This course is intended as an intensive introduction to problems and issues in American art museums. The primary goal of the course is to acquaint each student with day-to-day museum conditions through the completion of a semester-long project. Project topics will evolve from the long-range goals of the gallery and may include the preparation of an exhibition or work on a gallery publication. Limited to 12 students. Those interested should consult with the instructor before registration for a more complete description of the course. (AR 101 and 102 recommended.) Mr. Saunders

[AR 410 Seminar in Iconography]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

   Senior work (either an art history thesis or a sustained studio project in one medium—painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in.which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of approvals for independent work on the 500 level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. All students enrolled in AR 710 and AR 730 must keep Tuesday evenings free for bi-monthly sessions with the Art History Faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History
Supervised independent work in art history.
Staff

AR 520 Advanced Studies in Studio
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.)
Staff

AR 720 Senior Independent Study in Studio
Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design
A two-term sequence of problems in architectural design. Staff

*Foundations Course

BIOLOGY

Professors: C. Randall Landgren, George Saul, Christopher Watters (chair) *Associate Professors:* Tom Root, Stephen C. Trombulak (on leave all year) *Assistant Professors:* Stephen Adolph, Linda Fink, Sallie Sheldon (on leave all year), Pamela Small *Assistant:* H. Peter Wimmer

The breadth of faculty interests in the Department of Biology is unique among comparable institutions. Our curriculum is built around three major areas of biology: cellular and molecular biology, organismal biology, and field and population biology. The major requires an introduction to each area, while in the upper level classes we offer a variety of courses in each area. Students majoring in biology plan their programs in close consultation with department advisers. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching, or other careers.

The department is well-equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and in the availability of the faculty to students. In the laboratory and the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general college requirements and who complete an outstanding independent project of at least two-terms duration (see Honors program).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The College's High Pond Nature Reserve, encompassing a complete watershed, also provides many unique opportunities for research. The department participates actively in interdisciplinary majors in environmental studies and northern studies.

The courses below preceded by a "†" are available with or without the laboratory to concentrators and students seeking elective or foundations credit. Majors and joint majors must take these courses with the laboratory.

For students entering in the Fall of 1989, the major program includes introductions to organismal biology (BI 185), to ecology (BI 190), to population genetics and evolution (BI 195) and to cellular biology (BI 250), 7 elective courses within the department and 4 cognate courses from chemistry (excluding CH 170), physics (excluding PH 101, PH 105, and PH 155), mathematics or PY 301. **Normally, students intending to major in Biology should take the four introductory courses in sequence and complete them by the end of their sophomore year.** Students who have taken BI 125 or BI 175 may complete their major requirements by taking BI 190, BI 250, 7 elective courses in the department, and 4 cognate courses (as presented above). At least five electives must be chosen from those offered at the 200-, 300- or 400-level; the remaining 2 may include independent study (BI 500 or BI 600), advanced summer research (BI 555), and one winter term course designated for major credit.

Joint majors with chemistry and with psychology are available for students wishing to study aspects in two fields without taking all the prescribed courses of a major in either. Joint major programs with other departments can be arranged to suit the needs of a student.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off-campus may be credited toward the completion of the major (two toward the completion of a joint major). For students matriculating as first term freshmen, transfer courses must be beyond the introductory level and may not include equivalents of BI 185, BI 190, BI 195, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chairman prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools, and dental schools) should be familiar with the subject matter in CH 103, CH 104, CH 241, MA 112, and PH 109. Some graduate schools and most medical school programs require additional courses in chemistry, math and physics (See Pre-Medical Program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B– in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for a major: BI 185, BI 190, BI 195, BI 250, 7 electives in biology (5 from BI 201 to BI 480) and 4 cognates. Required for joint biology/chemistry major—see description under Department of Chemistry. Required for joint biology/psychology major—see description under Department of Psychology.

Honors program: Students with an average of 3.0 or better in department courses other than BI 500 and BI 600 may apply for departmental honors after one term of independent study (BI 500). Honors will be given for an independent project of superior quality (at least a B+) of at least two terms duration. The honors project must result in the preparation of a thesis, a public presentation of the research, and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: Well-qualified students may be exempted from BI 185, BI 190, BI 195 and/or BI 250 by proficiency examination and thereby take other courses in the department for which these are prerequisite. Exemption does not: 1. result in course credit; 2. satisfy the College's Distribution requirement; or 3. reduce the total number of courses required for the major, joint major or concentration. These examinations normally are offered during the Freshman Weeks in September and February. The Department does not grant Advanced Placement credit because it does not offer any equivalent introductory course.

Premedical, Predental, Preveterinary Requirements: See page 90.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 017 Revealing Life Fall
Mr. Landgren

[BI 102 Science In Science Fiction]

BI 111 Writing on Nature Spring
This course will search for a common thread in Pliny, Mendel, Darwin, Craven, Dillard, Hoagland, Muir, McPhee, and Curtis. The application of a structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery, and communication. The class meetings will place an emphasis on analysis and revision. This course fulfills the College Writing requirement. 3 hrs. disc. Mr. Landgren

***BI 130 Epidemiology: Patterns of Disease** Fall
Despite the emergence of highly sophisticated medical knowledge and a trend towards greater longevity, immortality has so far evaded humans. The rise and fall of human populations has been intricately associated with the evolution of new pathologies. For example, although small pox is now a disease of the past and syphillus is much reduced in virulence, AIDS and Legionnaire's disease have emerged as new health concerns. This course will explore the dynamic relationship between humans and their diseases from a biological, epidemiological and historical perspective. Ms. Small

***BI 185 Organismal Biology** Fall

A survey of the life histories and developmental mechanisms of organisms from the simplest microscopic forms of life through plants and animals. We will begin by examining the different evolutionary lines of organisms, studying the major groups in terms of their life cycles and aspects of morphology, physiology, behavior and evolution. Then we will study the ways in which various stages in selected life histories change, focusing on gametogenesis and such early developmental events as fertilization, embryogenesis and organogenesis. Laboratories will include field trips to study the local flora and fauna and lab work on the systematics, structure and development of organisms. 3 hrs. lect., 3 hrs. lab (closed to students who have taken BI 125 or BI 175).

Mr. Root, Mr. Watters

***BI 190 General Ecology** Spring

Why are big fierce animals so rare? If you are a plant, is it better to be an annual or flower year after year? What is the nature of the interaction between a gray whale and the barnacles that attach to it? Can biological control of pest species be successful? This course for non-majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, reproductive strategies. Exploration of the diversity of interactions between species and their role in the organization of communities. Discussion of the impact of humans on environments. Most laboratories will be conducted outside and focus on examining local organisms and habitats. 3 hrs. lect., 3 hrs. lab. Ms. Fink

***BI 195 Genetics and Evolution** Fall

During the first part of the course, lectures will introduce cell structure, mitotic and meiotic cell division, patterns of inheritance and their chromosomal bases, genetic control of enzymes and the fundamentals of molecular genetics. The second part of the course will focus on the principles of population genetics and the mechanisms of evolution, including natural and sexual selection, altruism and kin selection, as well as patterns of evolution at and above the species level. Laboratory/discussion sessions will include some experimental work and observation; and discussions of lectures, problems, and assigned reading. 3 hrs. lect., 3 hrs. lab./disc. (closed to students who have taken BI 125 or 175). Mr. Adolph, Mr. Saul

†BI 201 Invertebrate Biology Fall

A survey of the major invertebrate phyla of the animal kingdom. Invertebrates comprise more than 90 percent of all animal species, and they represent extremely diverse approaches to the problems of living. After a brief overview, each phylum will be studied with respect to morphological and taxonomic characteristics, physiology, life cycles and evolutionary relationships. Laboratories will consist of both observational and experimental approaches with two field trips for collecting and identifying specimens. (BI 125 or permission.) This course is offered in alternate years, and will not be offered again until Fall 1991. Mr. Root

†BI 202 Vertebrate Life Spring

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throught the environment. Laboratory exercises will provide in depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 125, BI 175, or BI 185 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Adolph

BI 203 Introduction to Botany Spring

An introduction to the biology of plants with emphases on the nature of plants, the uses of plants by man, and plant growth and development. Organisms studied includes algae, mosses, ferns, conifers, and flowering plants. The laboratory is descriptive and experimental. It includes field work on and off campus. (BI 125 or BI 175 or BI 185 or BI 190) 3 hrs. lect., 3 hrs. lab. Mr. Landgren

[BI 205 Developmental Biology]

[BI 216 Animal Behavior]

Offered in fall term, 1990.

BI 225 Human Genetics Fall

Methods of analyzing family histories; patterns of inheritance in pedigrees; cellular and physiological bases of gene activity; use of twins in genetic analysis; effects of changes in chromosomal structure and number; analysis of genetic structure of populations. Laboratory/discussion sessions will address lectures and reading, assigned problems and some modeling. (BI 125 or BI 175.) 3 hrs. lect., 2 hr. lab./disc. Mr. Saul

†BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125, BI 175 or BI 195 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Mr. Watters

[BI 302 Vertebrate Natural History]
Offered in fall term, 1990.

BI 303 Plant Morphology and Physiology Fall
This course focuses on plant structure and function, including life cycles of the various divisions in the Kingdom Plantae. Water relations, plant hormones, photosynthesis, and secondary metabolism are all covered in the context of the plant's responses to its environment, with special emphasis on flowering plants. The laboratory will include detailed anatomical studies as well as experiments in physiology. Individual projects will be emphasized in the experimental portion of the lab. (BI 250) 3 hrs. lect., 3 hrs. lab. Mr. Landgren

BI 305 Insect Ecology Fall
How does the ecology of insects differ from the ecology of vertebrates, plants, or any other taxon? We will focus on areas of special importance for insects, including chemical ecology, plant-animal interactions and coevolution, parasitism, and life history strategies. To understand why insects are the most diverse and numerically successful class of animals, we will ask how such features as small size, external skeleton, and periodic molting have shaped their natural history. Labs will explore insect diversity, behavioral ecology, and life cycles and include field experiments on aquatic communities, mimicry, and herbivory. (BI 125 and BI 175 and BI 190) 3 hrs. lec., 3 hrs. lab. Ms. Fink

†BI 310 Microbiology Spring
An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 250.) 3 hrs. lect., 3 hrs. lab. Ms. Small

BI 314 Molecular Genetics Spring
Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses, and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning, and fine-structure analysis of genes. Laboratory work will provide training in recombinant DNA techniques through a series of experiments directed at cloning genes in Escherichia coli. (BI 250.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Ms. Small

[BI 325 Applied Genetics]
Offered during 1990/1991.

BI 330 Pathogenic Microbiology Fall
An investigation into the biology and biochemistry of pathogenic microorganisms. Pathogens have evolved complex strategies for ensuring their survival within a host. These include colonization, cell invasion, toxin production and a variety of immunological disguises. Emphasis will be placed on understanding the molecular basis for these strategies. Viral, bacterial, fungal and protozoan pathogens will be the protagonists in this course, although a summary of host defense mechanisms will be presented as well. (BI 230 or BI 250.) 3 hrs. lect./disc. Ms. Small

BI 360 Practical Cell Biology Fall
The application of advanced laboratory techniques to the study of cells and their organelles. The course will focus on the isolation and characterization of cellular fractions, and will include studies of endocytosis, assays of "marker" enzymes, and *in vitro* protein synthesis. Discussions and papers will emphasize the design of experiments and critical interpretation of data. Among other techniques, students will be introduced to autoradiography, differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, and chromatographic methods, and the safe usage of radioisotopes. (BI 250 and CH 241 or CH 222 or permission.) 2 hrs lect./disc., 4 hrs. lab.
Mr. Watters

BI 370 Human and Animal Physiology Spring
This course examines the biological principles that govern the function of our own bodies, and compares these to the physiology of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high-altitude, deep-sea, desert and polar conditions). In addition to normal physiology, computer simulations will illustrate physiological problems such as artificial organs, heavy exercise, stress and disease. Laboratories will emphasize laboratory skills of gathering, analyzing and reporting data. We will study respirometry, osmometry, electrophysiology (EKG, EEG, and neural signals), computerized data acquisition, and perform experiments involving cardiac function, muscle physiology, endocrinology, thermoregulation, field studies, and small animal surgery. (BI 250 or permission.) Mr. Root

[BI 390 Advanced Ecology]

BI 391 Methods in Ecology Fall

This course will focus on methods used in the three avenues of ecological research: laboratory experiments, field studies and computer modeling and simulation. The theoretical framework for this course will be presented in BI 390. Experiments in the lab will include a semester-long demographic study and experiments on species interactions. Field work will emphasize sampling in aquatic and terrestrial systems and use the High Pond field station. Many field labs will extend into the weekend. We will also use the college VAX to model species interactions and community dynamics. With the data we collect in the lab and field we will do data analysis, interpretation and presentation. (BI 190 and BI 201 or BI 202 or BI 203.) 5 hrs. workshop/disc. and 6 field trips. Mr. Adolph

[BI 402 Vertebrate Reproduction]

[BI 404 Physiological Ecology of Animals]

BI 405 Readings in Behavioral Ecology Fall

This seminar will discuss recent literature selected from the following topics: foraging behavior, sexual selection and mating strategies, sex ratios, parental care, sociality, territoriality, anti-predator behavior, and human sociobiology. 1 hr. lect. and 2 hrs. disc. (BI 190 and either BI 370 or 390 or permission.) Ms. Fink

[BI 411 Ecology Seminar]

Offered in spring term, 1991.

BI 425 Advanced Genetics Spring

An examination of selected topics of current interest, including readings from journals and symposia. Past topics have included the molecular genetics of early development, extranuclear inheritance, immunogenetics and regulation of gene activity. Each student will give an oral presentation to the class and write one critical paper. (BI 314 or BI 225 and BI 250.) Mr. Saul

[BI 430 Molecular Biology of Human Disease]

[BI 440 Membrane Biology]

[BI 470 Physiology of Behavior]

[BI 480 Neural and Neuromuscular Disorders]

BI 500 Advanced Study Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 900 Research and Thesis Fall, Winter, Spring

Required for all candidates for the Master's degree.

† Available with or without lab to non-majors

See also Environmental Studies.

See also Northern Studies.

* Foundations Course

CHEMISTRY AND BIOCHEMISTRY

Professors: Robert W. Gleason (on leave all year) *Associate Professor:* Maggie O'Brien, Stephen F. Sontum *Assistant Professors:* Jeffrey Byers, Sunhee Choi, James Larrabee

The program required of chemistry and biochemistry majors provides a firm foundation in the principles of the discipline. Each student builds on this foundation by choosing elective courses that best meet individual special interests and career objectives which might include secondary-school education, a position in industry, or study for an advanced degree in graduate or professional school. Non-majors may take 100-level courses without the laboratory. Courses at the 200 level may be taken without the laboratory only with the permission of the instructor. Those majoring in sciences other than chemistry are strongly encouraged to take the laboratory portions of all chemistry courses taken. The Department of Chemistry and Biochemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required core courses for all majors: CH 103, CH 104, CH 241, CH 242, CH 352, MA 113, PH 109, PH 110.

For a major in Chemistry: a student must complete the core courses, CH 311, CH 312, CH 351, CH 431, and three electives in the Department.

For a major in Biochemistry: a student must complete the core courses, CH 222, CH 311, CH 313, CH 425, and three electives chosen with an adviser's approval from the Departments of Chemistry and Biochemistry or Biology.

Chemistry and Biochemistry programs are among the most highly structured majors at Middlebury. It is imperative that students considering or planning to pursue one of these majors complete CH 104 by the end of the

freshman year. A recommended program of study for those considering Chemistry or Biochemistry is shown below. While it is possible to complete these majors without rigidly adhering to the following schedules, students who do not follow these schedules are frequently unable to take full advantage of our senior thesis program. Spring-term freshmen considering these majors should speak to the department chair upon enrollment in order to plan a program of study.

Chemistry

Freshman		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		**Senior**	
Fall	Spring	Fall	Spring
CH 311	CH 312	CH 400	CH 700
CH 351	CH 352	CH elective	CH 431

Biochemistry

Freshman		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		**Senior**	
Fall	Spring	Fall	Spring
CH 222	CH 313	CH 425	CH 700
CH 311	CH 351	CH 400	

Biochemistry majors wishing to develop a strong biology background are encouraged to take BI 125 during the freshman year and BI 250 during the sophomore year.

Students with a professional interest in chemistry are encouraged to elect CH 341, CH 442, CH 452, two course credits of thesis research, MA 201 and MA 202 or PH 212, and GN 101 and GN 102 or RU 101 and RU 102.

Although students may take several units of independent study (CH 400, CH 700 or CH 750), only two may be counted toward filling the elective requirements for any major in the department.

Premedical, predental, preveterinary requirements: See p. 90 for specific requirements.

Honors in Chemistry: To be eligible for graduation honors in chemistry, a student must have a 3.0 average (on a 4.0 scale, A+ through F, as defined in the *Handbook*) in all courses in the department, excluding independent study courses (CH 400, CH 500, CH 700, and CH 750). In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 courses within which the thesis adviser will assign a grade. The degree of honors will be determined upon consideration of the student's average in all his/her chemistry courses (including independent study courses) and his/her grade in CH 700 as follows:

CH 700 Grade	*Course Average*	*Degree of Honors*
B or B+	3.15–4	Honors
A– to A+	3.15–3.85	Honors
	3.3–3.85	High Honors
	3.85–4.0	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Examination of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination. Students who exempt CH 103 (with or without academic credit) are not obliged to substitute a chemistry elective for that course in order to complete the requirements for the chemistry, biochemistry or the joint biology-chemistry majors.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 025 What Is Life Fall
Mr. Santum

***CH 103 Fundamentals of Chemistry I**
Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Ms. Choi (Fall)
Staff (Spring)

***CH 105 Same as CH 103 but without the laboratory.**

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Larrabee (Fall) Mr. Sontum (Spring)

CH 106 Same as CH 104 but without the laboratory.

***CH 170 Chemistry for Citizens** Spring

Designed for the non-science major. This course will explore several examples of major chemical advances and applications in their historical contexts, and their subsequent impacts on scientific and technological issues now confronting us. Special topics will be chosen as models of chemical applications that significantly affect our lives, such as the development of the pain-killer drug industry, the plastics revolution, and the development of instrumentation and techniques sensitive enough to determine even minute quantities of drugs in blood and urine. 3 hr. lect. One section of this course fulfills the College Writing requirement.

Ms. O'Brien

CH 230 Bioinorganic Chemistry Spring

This course will focus on the study of the role of transition metal ions in biological systems. Basic concepts of bonding for transition metals will be explored and methods of characterization of coordination complexes will be discussed. This will be followed by an in-depth examination of specific biological systems, including oxygen-carrying molecules (hemoglobin, myoglobin, hemerythrin, hemocyanin); coenzymes such as vitamin B-12, nitrogenase, cytochrome P-450, cytochrome oxidase, the electron-transport cytochromes b and c, zinc enzymes and copper proteins. (CH 104.) 3 hrs. lect.

Mr. Larrabee

CH 241 Organic Chemistry I Fall, Winter

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Byers (Fall) Staff (Winter)

CH 242 Organic Chemistry II Spring

Continuation of Organic Chemistry I. 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Byers

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

Students cannot elect CH 247 or CH 248 without permission of the instructor.

CH 261 Nuclear Chemistry Spring

The course will begin with a survey of the development of our current understanding of the nature of the atom and the atomic nucleus and the characterization of subatomic particles. This will be followed by an examination of several topics which will vary from year to year. Among these are the radioactive decay series, nuclear fission, nuclear fusion, atomic energy, man-made nuclides, scintillation counting, radiocarbon dating, medical applications of radioactive nuclides, and health effects of radiation. (CH 103.) 3 hrs. lect.

Staff

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242 or permission.) 1 hr. lect., 6 hrs. lab.

Mr. Sontum

CH 312 Advanced Chemistry Laboratory II Fall, Spring

A continuation of modern analytical and experimental chemistry including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties and Fourier spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear magnetic resonance and infrared methods of analysis. (CH 311.) 1 hr. lect., 6 hrs. lab. Ms. Choi

CH 313 Advanced Chemistry Laboratory III Spring

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabelling studies with proteins will expose students to common biochemical techniques such as spectroscopy, HPLC, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation and radioimmunoassay. Both whole animals

and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including molecular cloning, DNA sequence analysis, nucleic acid hybridization and gene transfer techniques. (CH 311 or permission.) 1 hr. lect., 6 hrs. lab. Ms. Fleming

CH 322 Biochemistry and Molecular Biology Fall

An introduction to biochemistry which begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of processes (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or concurrently.) 3 hrs. lect., 1 hr. disc. Ms. Fleming

[CH 341 Organic Chemistry III]

CH 351 Physical Chemistry I Fall

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission.) 3 hrs. lect. Ms. Choi

CH 352 Physical Chemistry II Spring

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (CH 104, PH 109 or permission.) 3 hrs. lect. Mr. Sontum

CH 400 Seminar in Chemical Research Fall

This seminar is intended to provide experience in current chemical research methods, literature and writing. This course involves a student research project generally related to current faculty research interests, class seminars and the writing of journal style reports. Majors may register for up to two course equivalents, but only one may be applied as chemistry elective credit. Participation for two semester equivalents will normally be followed by registration for CH 700. 1 hr. lect., 6 hrs. lab. Mr. Byers

CH 425 Advanced Biochemistry Fall

Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide for a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 222 and CH 352.) 3 hrs. lect., 1 hr. disc. Ms. O'Brien

CH 431 Advanced Inorganic Chemistry Spring

An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field and crystal field theories for coordination complexes. Inorganic application of symmetry and group-theory. Reaction mechanisms for inorganic complexes. (CH 351.) 3 hrs. lect. Mr. Larrabee

CH 442 Advanced Organic Chemistry Fall

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms and selected rearrangement reactions. Staff

CH 452 Physical Chemistry III Spring

Special topics in physical chemistry. Ms. Choi

CH 500 Independent Study Project Winter and Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Honors Thesis Winter and Spring

Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400.) Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.
See also Program in Environmental Studies.
*Foundations Course

CHINESE

Professor: John Berninghausen (chair) *Assistant Professors:* Catherine Campbell, Clara Yu (on leave all year) *Lecturer:* Gregory Chiang *Visiting Lecturer in Chinese and Art:* Jen-mei Ma

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Classical Chinese is also taught at the advanced level. Considerable attention is given to familiarizing the student with the rich cultural heritage of China's long history which is transmitted and embodied by the native language of one billion people.

Qualified students may elect to spend all or part of their junior year abroad at approved language-training programs in mainland China or Taiwan. Credit is given on the basis of tests taken upon return to Middlebury. It is also possible to earn credit by taking Chinese in Middlebury's intensive summer program. All students interested in these programs should consult with the department chair during or before the fall semester of sophomore year.

All those planning to study Chinese should begin as early as possible, preferably during their first semester at Middlebury.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translation are available to any interested student (CS 133, CS 216, CS 220, CS 225). Two freshman seminars are also offered (FS 003, FS 051).

Required for a Major: Satisfactory completion of CS 101, CS 102/WT, CS 102 and one course from among the following four—CS 133, CS 216, CS 220, CS 225—qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chairman.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 402 and at least two of the following courses—CS 133, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, etc. will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and a senior thesis graded A− or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental coursework. Students will enroll in CS 700 in the fall and winter of the senior year for the writing of their theses. At least one copy of the thesis is due no later than noon on the last day of classes in Winter Term. A thesis turned in the first day of spring semester will be accepted but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102/WT, CS 102, CS 201, CS 202, CS 301, CS 302 (or equivalent), two of the following—CS 133, CS 216, CS 220, CS 225—and either CS 402 or CS 475 in the senior year.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 058 **War in Literature: East and West** Spring
Ms. Campbell

[FS 051 Literature and Revolution]

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged. Mr. Berninghausen, Ms. Ma

CS 102/WT Beginning Chinese Winter

(CS 101.) Mr. Chiang, Ms. Campbell

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS 102/WT.) Mr. Berninghausen Ms. Ma

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

An introduction through English translation of early literary, historical and philosophical texts which formed the basis of traditional Chinese culture. Included in this course will be readings from the *Book of Odes*, the Confucian classics, Taoist literature, the *Songs of the South*, Sima Qian's *Records of the Grand Historian*, *The Romance of the Three Kingdoms* and Tang Dynasty "tales of the mysterious." No previous exposure to East Asian culture nor any knowledge of Chinese language needed. Ms. Campbell

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. By the completion of CS 202 students should be able to read and write approximately 1400 characters. Additional drill hours to be arranged. (CS 102.) Ms. Ma, Ms. Campbell

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.) Ms. Campbell

[CS 216 Traditional Chinese Fiction in Translation]

Offered in spring, 1991.

CS 220 Modern Chinese Fiction in Translation Spring

A selection of 20th Century novels and short stories from China. Chosen from works of literary merit and social significance, the readings will include works by Lu Xun, Mao Dun, Lao She, Hwang Chunming and others. Discussion will center on the literary, historical and social contexts of both authors and works as well as on the evolution of modern genres and styles. Mr. Berninghausen

CS 225 Classical Chinese Poetry in Translation Fall

A survey course designed to introduce Chinese poetics as well as major works from one of the world's longest and most brilliant poetic traditions. Poetry from as early as 1100 BC will be studied as origin of poetic developments extending all the way up to the Tang Dynasty (7th to 9th century AD). Attention will be given to the aesthetics of landscape poetry in China and the relations between poetry and religion (Taoism, Buddhism, Zen Buddhism). Readings from *The Book of Poetry,* folk ballads, Cold Mountain (Han Shan), Tu Fu, Li Po, Wang Wei, Po Chu-yi, Li Shang-yin. Ms. Ma

CS/LS 260 Introduction to Literary Theory and Criticism Fall

Starting with an examination of several important concepts of literary theory, this course seeks to better acquaint the student with a variety of different approaches and critical terminology that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center upon the discussion of several critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. This course is also listed as LS 260. (Sophomore standing, two or more college level literature courses completed before enrolling in CS 260. Admission by permission. Students should submit a written request or speak with the instructor at least one week prior to registration.) Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in

Modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.) Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent.) Ms. Ma

CS 400 Advanced Readings, Conversation and Writing (Modern Chinese) Fall

This course is designed to further improve language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese-speaking country given high priority. (CS 302.) Mr. Chiang

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.) Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring

A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.) Mr. Chiang

[CS 425 Seminar on Contemporary Culture and Language]

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring Mr. Chiang

CS 700 Senior Thesis Fall Staff

CS 700/WT Senior Thesis Winter Staff

See also East Asian Studies (interdisciplinary major).

*Foundations Course

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works of history, philosophy and literature. The interdisciplinary nature of the study is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic *and***
CL 131 History of Greece *or*
CL 132 History of Rome *and*
CL 152 Greek Tragedy *or*
CL 175 Greek Philosophy

B. Five courses in Classical Studies chosen from the following:

***CL 121 Classical Tradition of Liberal Arts and Sciences**
***CL 131 History of Classical Greece**
[*CL 132 History of Rome]
***CL 152 Greek Tragedy**
***CL 175 Greek Philosophy**
CL 332 Problems in Ancient History
CL 450 History of Classical Literature
AR 311 Ancient Art
AR 312 Roman Art
EL 227 Greek Comedy
***PA 201 Ancient and Medieval Philosophy**
[PA 402 Aristotle]
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 110 Foundations of Western Religious Life and Thought**

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
[CL 103 Beginning Greek]
[CL 204 Intermediate Greek]
[CL 301 Latin Prose]
[CL 302 Latin Poetry]

CL 303 Greek Prose
CL 304 Greek Poetry
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Readings in Greek Literature I
CL 404 Readings in Greek Literature II
CL 500 Advanced Readings in Latin
CL 501 Advanced Readings in Greek

D. **CL 420 Seminar in Classical Literature**

E. **CL 700 Senior Essay** *or*
CL 701 General Examination

*Foundations Course

CLASSICS

Professor: Eve Adler *Associate Professor:* Ursula Heibges *Assistant Professor:* Jonathan Price *Instructors:* Robert Schine, Marc Witkin

The Classics Department's core of courses in English offers an introduction to the major works of classical literature, history and philosophy. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

COURSES IN ENGLISH

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology and natural science to be the "queen of liberal arts and sciences" and thus the key to liberty. Works by Plato, Xenophon, Aristophanes, Cicero, Augustine and Bacon. Ms. Adler

***CL 131 History of Classical Greece** Fall

A survey of Greek history from Homer to the Hellenistic Period, based primarily on a close reading of ancient sources in translation—literature, historiography, inscriptions. Students will also read selections from important and provocative works of scholarship in exploring such issues as the changes in Greek self-definition through different historical periods, the emergence of the polis and the similarities and differences among Greek political systems, the nature of Greek imperialism, Greek rationality and irrationality in public life, the role of the individual in certain major events, the source and magnitude of the Greek creative achievement. Mr. Price

[*CL 132 History of Rome]

***CL 150 The Ancient Epic** Fall

The course will concentrate on the epic poets contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in the family, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey;* Lucretius, *On the Nature of Things;* Vergil, *Aeneid; Epic of Gilgamesh.* Ms. Alder

***CL 152 Greek Tragedy** Spring

A survey of selected tragedies of Aeschylus, Sophocles and Euripides. The problem of freedom and law at issue in tragedy's dual interpretation of the Trojan War and of contemporary Athenian imperialism will be elaborated by additional readings from Homer and Thucydides. The course asks why in a democratic city at the head of a tyrannical empire the supreme expression of the problem of self-government should be the dramatic representation of a vanished heroic kingship. Mr. Witkin

***CL 175 Greek Philosophy** Fall

The course attempts to comprehend the contemporary crisis of the human sciences by returning to the first manifestation of that crisis in Greek antiquity. The possibility that knowledge of "nature" is the ground for self-knowledge and for the rational validation of men's highest aims is traced from Homer and Hesiod, the pre-Socratics, and Herodotus through Plato and Aristotle. Particular attention is paid to the problem that the discovery of nature must take place within the political horizon, and hence to the question why Socrates made the crucial turn from the study of natural phenomena to man. Mr. Witkin

CL/AR 325 Rome of the Caesars, Rome of the Popes Spring

See Art Department listings for complete description.

CL 332 Problems in Ancient History: Civil War Spring

Many Greek and Roman writers explained civil strife as aberrant behavior and a disease, but the ancients could never cure themselves of this persistent scourge. Students in this course will examine patterns of civil violence in Greece, Sicily, Rome and Judaea, and study the theories and explanations of ancient philosophers and historians, in an effort to understand this disturbing but recurrent political and social problem that the ancients never solved. Readings will include Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, Livy, Diodorus, Josephus, Tacitus, Appian.

Mr. Price

CL 450 History of Classical Literature (In Translation) Fall

Designed for students with background in Greek and Roman literature, history or philosophy. The course will present a comprehensive overview of the major literary, historical and philosophical works of Greece and Rome. Ms. Adler

GREEK

[CL 103 Beginning Greek]

[CL 204 Intermediate Greek]

CL 303 Greek Prose Fall

Readings in major authors. Ms. Adler

CL 304 Greek Poetry: Plato and Tragedy Spring

Readings in major authors. Staff

[CL 403 Readings in Greek Literature I]

[CL 404 Readings in Greek Literature II]

CL 501 Advanced Readings in Greek Fall, Spring

Major poets and prose authors. Staff

LATIN

CL 101 Beginning Latin Fall

Intensive introduction to the rudiments of Classical Latin, for beginners. The aim of the course is to prepare students to read the major authors of Roman literature. Mr. Price

CL 202 Intermediate Latin Spring

A continuation of CL 101. Completes the rudiments of Latin grammar and introduces students to intensive reading selected from such authors as Cicero, Ovid, New Testament. Ms. Adler

[CL 301 Latin Prose]

[CL 302 Latin Poetry]

CL 401 Readings in Latin Literature I Fall

Readings in major authors. Mr. Witkin

CL 402 Readings in Latin Literature II Spring

Readings in major authors. Staff

CL 500 Advanced Readings in Latin Fall, Spring

Readings in major authors. Staff

HEBREW

CL 105 Introduction to Hebrew Fall

A beginning course in the rudiments of the Hebrew language which prepares students for close study of the Hebrew Bible and later Hebrew literature. It will also provide a basic foundation for spoken Hebrew. Mr. Schine

CL 206 Intermediate Hebrew Spring

A continuing course stressing mastery of Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent.) Mr. Schine

[CL 305 Readings in the Hebrew Bible I]

[CL 306 Readings in the Hebrew Bible II]

CL 406 Advanced Hebrew Studies Fall, Spring

Readings in Hebrew texts. (CL 306 or equivalent.) Mr. Schine

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring

Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring

Staff

CL 701 General Examination for Classical Studies Majors Fall

Staff

CL 705 Senior Essay for Classics Majors Fall, Spring

Staff

CL 706 General Examination for Classics Majors Fall
Staff

*Foundations Course

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with the goal of providing a solid foundation in computer science. This goal is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major in computer science in the Department of Mathematics and Computer Science.

Several courses in computer science meet the foundations course requirement for the Natural Sciences Division; they include MA 103 (Introduction to Computers), CX 213 (Computer Science I), and NS 128 (Cryptology). Other elementary computer courses include MA 127 (Elementary Computer Simulation). Detailed descriptions of these courses, as well as the more advanced courses, appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with CX 213 and CX 214. These courses together provide a thorough understanding of important concepts and methods in computer science. The third and fourth courses in a computer science concentration may be taken from any of several related areas, and are designed to introduce the student to one of many areas of computer science or its applications. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: CX 322, CX 326, CX 328, CX 341, CX 343, CX 345, CX 421, and CX 423.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: After completing a Freshman Seminar, every student must elect, within the next two semesters, at least one writing intensive course in the College Writing Program. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this College Writing requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See College Writing Program for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction, nonfiction, screenwriting, and playwriting. A major in the English Department who has completed the three-course workshop sequences may undertake a senior project in creative writing.

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, and two courses in the study of literature selected from a group of designated courses in English or American literature.

Bread Loaf Writers' Conference and Bread Loaf School of English: Qualified students may apply for scholarships at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford. Students planning to do senior work in creative writing are encouraged to attend the Writers' Conference for two weeks in August after their junior year.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Hiroshi Miyaji (chair) (Philosophy and Culture), Ellen Basu (Sociology/Anthropology), John Berninghausen

(Chinese Language and Literature), Catherine Campbell (Chinese Language and Literature), John Chew (Kawashima Distinguished Visiting Professor of Japanese Studies), Gregory Chiang (Chinese Language and Literature), Nicholas Clifford (History), Linda Keenan (Japanese Language and Literature), Jen-mei Ma (Chinese Language and Art), Nobuo Ogawa (Japanese Language and Linguistics), David Rosenberg (Political Science) *On Leave:* Don Wyatt (History), Clara Yu (Chinese Language and Literature)

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program covers common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization, contemporary social, political, or economic issues, and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain authorized language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis adviser and/or disciplinary approach to be used in the thesis, e.g., anthropology, art, history, literature, philosophy, political science, religion, etc., *prior* to going abroad and no later than the fall of junior year. This choice of the adviser from the participating faculty members in the program and of proposed course of study must be discussed with the program chair.

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for a thesis graded A– or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

Courses in English: Each East Asian Studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.)

AR 103 Introduction to Far Eastern Art
[AR 301 Masterpieces of Chinese and Japanese Painting]
CS 133 Masterworks of Chinese Literature and Civilization
CS 216 Traditional Chinese Fiction in Translation
CS 220 Modern Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 400 Advanced Readings, Conversation and Writing (Modern Chinese)
CS 401 Classical Chinese: Introduction to Wenyan (in Chinese)
CS 402 Classical Chinese: Introduction to Wenyan (in Chinese)
[CS 420 Modern Narrative and Composition]
[CS 425 Seminar on Contemporary Culture and Language (in Chinese)]
CS 475 Senior Seminar in Chinese Fiction (in Chinese)
HI 235 Modern East Asia: 1750–1912
HI 236 Modern East Asia: 1912–1976
[HI 331 Imperial China]
[HI 332 Modern China]
[HI 333 Chinese Intellectual History]
HI 334 Chinese Institutional History
HI/JA 335 Traditional Japan
HI/JA 336 Modern Japan
HI 409 Reading in Asian History
HI 426 Writing and Research, East Asia
JA 216 Traditional Japanese Literature in Translation
JA 220 The Novel and the Novelist in Modern Japan
PA 253 Confucianism and the Confucian Tradition in East Asia

PA 256 Topics in Japanese Philosophy
PS 220 Asian Politics
PS 221 Introduction to East Asian Politics
PS 222 Southeast Asian Politics
PS 430 Seminar in U.S.–Asian Relations
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
SA 335 Chinese Society and Culture
[TH 237 Japanese Cinema]
EA 500 Independent Study
EA 700 Senior Thesis

Among the seven courses, three are required of all majors:

HI 331 Imperial China

All majors are required to take an intermediate method course in the discipline, such as AR 400, CS 260, HI 426, SA 301, SA 302, or EA 500 prior to the senior year. Only when a method course is not available the student will enroll in EA 500 and work under the supervision of the future thesis adviser and the program chair. Work done in EA 500 may not be directly connected to the future thesis topic.

EA 700 Senior Thesis

The fourth course must deal with Japan (HI 335, HI 336, JA 216, JA 220, PA 256).

The fifth course must deal with the modern period (CS 220, CS 425, CS 475, HI 235, HI 236, HI 332, HI 333, HI 336, JA 220, PS 220, PS 221, PS 430, SA 335).

The sixth and seventh courses are electives.

Language Study: The East Asian major will complete a total of six regular credits—one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese students, the overseas language and cultural course work should earn either 3 or 4 credits depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn 9 credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan. Chinese students at other programs may, upon returning from overseas, be given a test to determine the number of credits to be awarded.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. 9 credits will be awarded for successful completion of such a program.

Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted.

CHINESE LANGUAGE COURSES

CS 101–102/WT-102 Beginning Chinese
Fall, Winter, Spring
CS 201–202 Intermediate Chinese
Fall, Spring
CS 301–302 Advanced Chinese
Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101–102/WT-102 Beginning Japanese
Fall, Winter, Spring
JA 201–202 Intermediate Japanese
Fall, Spring
JA 301–302 Advanced Japanese
Fall, Spring

plus other language credits earned in Japan.

Senior Thesis: All EAS seniors will take HI 426 in the fall of the senior year. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. Students will enroll in EA 700 in the winter and spring of the senior year for the writing of their theses. At least one completed copy of the senior thesis is to be submitted to the program chair no later than noon on the last Friday before Spring break. A thesis that is submitted late will not be eligible for Honors.

ECONOMICS

Professors: Michael Claudon, Richard Cornwall (on leave all year), Paul Sommers, John Weeks *Christian A. Johnson Distinguished Professor:* David C. Colander (chair) *Assistant Professors:* Neil Leary, Daniel Nolle, Phanindra Wunnava (on leave all year) *Instructors:* Sheldon Sax, Catherine Sokil, Joanna Woos *Visiting Instructor:* Archontis Pantsios

I. THE MAJOR

The Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155, and MA 112. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course, is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355 and EC 350.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400-level course must be completed at Middlebury. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440 and EC 445 or all three of the courses EC 230, EC 330, EC 430 towards the minimum of 10 required economics courses.

Honors: Seniors interested in earning Honors in economics may choose between two options: the Independent Research Option or the Senior Honors Thesis Seminar Option. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department upon request.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an adviser in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 3.0 on the 4 point scale) in courses taken for the joint major and a B+ on the thesis.

International Major: MA 112, EC 150, EC 155, EC 210*, EC 211*, EC 350*, EC 355*; three electives, one of which must be a 400* level course; one 500 (fall + winter term) course based on work abroad, plus an advanced course in the Language Department. Courses followed by an asterisk* must normally be taken at Middlebury, and as many as possible among the first seven listed should be taken before studying abroad. A minimum of ten economics courses, including the 500 course, must be completed.

International Politics and Economics Major: See p. 177 of this catalog.

II. ECONOMICS JOINT MAJORS AND CONCENTRATIONS

The following courses are not applied economics courses, and therefore do not fill such a requirement in any joint major or concentration involving economics: EC 210, EC 211 and EC 311.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 311 and either MA 315 or MA 318. Majors considering graduate programs in economics or business are strongly advised to do a mathematics concentration.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 316.

We recommend EC 316 for students applying to law school since it offers back-

ground on the operation of business which is frequently useful for the practice of law and which is more difficult to obtain after graduation.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably CX 213, and are strongly advised to take EC 311.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 006 Why Most Countries Are Poor Fall
Mr. Weeks

FS 054 Perestroika: The Social and Economic Dimensions of Reform in the USSR Spring
Ms. Sokil, Mr. Liebowitz

EC 150 Introductory Economics (Macro) Fall, Spring
An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of algebra.) Staff

EC 155 Introductory Economics (Micro) Fall, Spring
An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of algebra.) Staff

EC 210 Economic Statistics Fall
Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one-hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Sommers

EC 211 Economic Statistics: Introduction to Regression Analysis Spring
In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression enables identifying the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 210.)
Mr. Pantsios

EC 230 The Soviet Economy Fall
This course contrasts allocation of resources and economic performance in Soviet-type centrally planned economies with market economies in theory and practice. Why is Gorbachev taking the lead in introducing market-type reforms into the centrally planned economic system of the USSR? The setting, origins, operation, and performance of the Soviet economy are examined to understand the why and how of perestroika, and to comment on its potential impact on the USSR and the rest of the world. (EC 150 or EC 155 or permission.)
Ms. Sokil

[EC 300 Current Problems in Economic Policy]

EC 310 Economics of Investing in Securities Spring
This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150, EC 155, EC 316 or permission.)
Mr. Sax

EC 311 Applied Econometrics Fall
This course is designed to further students' understanding of parameter estimation, inference and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 211.) Mr. Pantsios

EC 316 Corporate Decision-Making Fall
A study of business decision-making in the areas of organization, marketing, operations and finance. This course will relate theoretical considerations of microeconomics to diverse issues such as productivity, promotional activities, analysis of financial statements, and organizational efficiency in medium and large sized businesses. (EC 150 and EC 155.)
Mr. Devan

EC 325 Economic Development, Theory and Practice Fall

The process of economic growth and development is studied from theoretical and historical perspectives. Topics include basic growth theory, macroeconomic policy for developing countries, agricultural development, industrialization policy, poverty and distribution and structural adjustment policies and the debt burden. (EC 150 or EC 155.)
Mr. Weeks

[EC 330 Comparative Economic Systems]

EC 340 International Economics: A Policy Approach Spring

This course examines both international commodity trade and international finance. After learning the fundamentals of international trade theory and the macroeconomics of open economies, students will take up policy issues such as open vs. protected international trade, international exchange rate policies, international consequences of national macroeconomic policies, and those related to trade among countries at different levels of economic development. (EC 150 and EC 155.)
Mr. Nolle

EC 350 Macroeconomic Theory Fall, Spring

Macroeconomic theory analyzes whether the market effectively coordinates individual's decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other policies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112.) Ms. Woos (Fall)
Mr. Colander (Spring)

EC 355 Microeconomic Theory Fall, Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155.)
Mr. Leary (Fall), Mr. Sommers (Spring)

[EC 360 Urban/Regional Economics]

EC 365 Environmental Economics Fall

Natural scientists can help us to understand the impacts on the environment of the residuals we discharge into the air and water, but decisions to treat or reduce the discharges of residuals is ultimately an economic decision about the best uses of society's resources. Economic theory will be applied to the problems of choosing the optimal amounts of resources to devote to reducing discharges and to devising regulatory strategies that will help achieve environmental quality goals at least cost. (EC 155.) Mr. Leary

[EC 411 Economic Forecasting]

EC 416 International Business Spring

An analysis of the economic environment of overseas operations and differing governmental policies and cultural environments that affect international business. This course examines how certain dimensions in international business, such as Foreign Direct Investments, Forex Markets and Economic Integration, affect the management of transnational enterprises. The analysis will focus on specific regions, such as the EEC, ASEAN and the Newly Industrializing Countries (NIC's) of Latin America and the Pacific Rim. (EC 350 and EC 316 or with permission.) Mr. Devan

EC 420 Economic Development of Latin America Spring

This seminar will survey dependency theory (including unequal exchange and dependent capitalist development), and neoclassical and Ricardian/Marxian critiques of that theory. Case studies will include a survey of Latin American economic history since the mid-19th century. The debt crisis of the 1980's will be examined, including macroeconomic adjustment policies and liberalization. (EC 325 or EC 350 or EC 355.) Mr. Weeks

[EC 421 Economic Development of Africa (South of Sahara)]

EC 430 Comparative Reform in Centrally Planned Economies Fall

This seminar will explore special topics surrounding the introduction of market-based economic reforms in centrally-planned economies (CPE's). The experiences of the USSR, Hungary, and China are emphasized. Among the topics to be included are: role of private/cooperative sector; joint ventures with foreign firms; importance of political reform; and integration into the world economy. (EC 355 or EC 330 and permission.)
Ms. Sokil

[EC 435 Modern European Socialist Economic Thought]

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations, and its consequences for economic well-being and

the allocation of resources. Trade policies in advanced and poor countries will be analyzed, as well as the interrelationship between trade and economic growth. (EC 355.) Mr. Nolle

EC 445 International Finance Fall, Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 350.) Mr. Nolle

[EC 450 History of Economic Thought]

EC 455 Industrial Strategies Winter

An analysis of industrial decision-making within a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions, aimed at achieving a firm's established goals. This course continues through Winter Term. (EC 211 and EC 355.) Mr. Claudon

EC 465 Special Topics in Environmental Economics Spring

This seminar will explore topics related to environmental quality and natural resource management. Possible topics include measuring the value of improvements in environmental quality, the economics of common property resources, the depletion of finite natural resources, regulatory policies for pollution control, and the economics of wilderness preservation. Actual topics discussed will vary from year to year. (EC 355 is required; EC 365 is suggested but not required.) Mr. Leary

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Spring

This course follows up EC 350 and further develops macroeconomic theory. Its theoretical focus is on the financial sector, but it is also concerned with the integration of the real and the financial sectors. Modern debates in monetary theory are analyzed and their implications for policy considered. Topics include the role and productivity of money, the institutional structure of U.S. and international financial markets, and the organization and operation of the Federal Reserve System. (EC 350.) Ms. Woos

EC 480 Labor Fall

A study of the modern labor market. From a microeconomic perspective, the course will examine such issues as the role of unions in the marketplace, minimum wage legislation, the nature and impact of age, sex and wage discrimination and investment in human capital. Macroeconomic topics will focus on alternative labor market models, types of unemployment, and social security. (EC 355.) Mr. Sax

EC 485 Inequality and Poverty Spring

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth, Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related antipoverty policies, human capital analysis and minimum wages (EC 210 and EC 355 or permission.) Mr. Sommers

EC 498 The Economics of Educating Economists Spring

An economic analysis of the process by which economists are educated. Does that process make sense? Is it efficient? Whose purpose does it serve? And why? Students will participate in the Middlebury Conference on Economic Issues, which will focus on economic education. (EC 350, EC 355 and at least one other EC 400 level course.) Mr. Colander

EC 500 Individual Special Projects Fall, Spring

(Permission. See Handbook.) Staff

EC 800 Senior Research for Honors Fall, Winter

(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: John Bertolini, John Elder (on leave all year), Robert Hill, David Littlefield, Edward Martin (chair) (on leave winter and spring terms), Robert Pack, Jay Parini, David Price (acting chair, winter and spring terms), John Wilders (fall and winter terms) *Associate Professors:* Terry Hummer, Gary Margolis (part-time), Elizabeth Napier *Assistant Professors:* Julia Alvarez, Cates Baldridge, Diana Henderson, Kathleen Skubikowski (part-time) *Instructors:* Alison Byerly, Nancy Coiner *Visiting Lecturers:* David Bain (part-time), Don Mitchell (part-time), Ron Powers (part-time)

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00–19) Dramatic Literature (20–39) Writing (60–79)

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 007 **Perception and the Dreaming Mind** Fall
Mr. Pack

FS 008 **Visions of Alienation and Assimilation: Hispanic Writers in the United States** Fall
Ms. Alvarez, Ms. Liskin-Gasparro

FS 020 **Lyric and Narrative Poetry** Fall
Mr. Hill

FS 030 **Dreams, Nightmares and Poetry** Fall
Mr. Price

FS 055 **Body Parts: Problems of Embodiment in Nineteenth Century Fiction** Spring
Ms. Napier

FS 057 **Beginning College Writing and Reading Poems** Spring
Mr. Margolis

COLLEGE WRITING PROGRAM

EL 203, 107, 160, and 173 all satisfy the College Writing requirement. See descriptions below under "Literature" and "Writing" courses that are designated (CW).

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: EL 203 and EL 204; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 301, 302, 303, 224; (II) EL 206, 304, 305, 306; (III) EL 207, 213, 314, AL 202, AL 301; (IV) EL 208, 309, 312, 229, 230, AL 302, AL 307; (3) Shakespeare (EL 225, 321, 421); (4) a Field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a Field defined by the student and approved by the Department); (5) the Senior Program.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 224; (3) EL 321 or EL 225; (4) EL 229 or EL 230 or an approved TH course or a drama course in a department other than English; (5) a seminar.

Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) AL 301 or AL 302 or EL/AL 309 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 173 or EL 203; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or a poetry course in a department other than English; (5) a seminar.

Creative Writing – Poetry: (1) EL 173; (2) EL 275; (3) and (4) two of: EL/AL 312, EL 213, EL 314, AL 307, EL 460; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 173; (2) EL 260 or EL 270 or TH 218; (3) and (4) two of: EL 206, EL 207, EL 314, EL/AL 113, EL 114, EL 208, EL/AL 309, AL 301, AL 302, EL 460 or TH 228; (5) a seminar.

Majors seeking to define Fields may, in consultation with their advisers, propose to the chair alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Those seeking to define "joint" majors with English and another department may, through the way the Field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with his/her adviser. At this time the student should get from the adviser or from the department office a copy of the reading list that will form the basis for the General Examination in the senior year. The student will be responsible for all works on the reading list. It should be noted that most distribution courses will *not* be offered every year:

in Groups I, II and III there will normally be two each year and in Group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her choice.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected should be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Essay or a two-term Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Theses normally complete them during spring term.

The General Examination receives one course-credit. The examination will be based on a General Reading List, and students are expected to know well *all* of the works on the List. Many of these works may also appear on course reading lists, but not all, and students should expect to do a good deal of independent reading (and rereading) in preparation for the General Examination.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the general examination grade. For Honors in any of the three categories—Honors, High Honors, Highest Honors—College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. There is no minimum qualifying grade on the General Examination, except that to qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course-grades average, thesis or essay, and the general examination). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill distribution requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors: A+
High Honors: A or A−
Honors: B+

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 460 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term writing programs and projects) must be submitted no later than the end of the second week of classes after spring recess, or no later than the end of the first week of classes following Thanksgiving recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a Thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

GENERAL LITERATURE

Courses below designated with an asterisk (*) are recommended for students who wish to use an English Department course to meet the College Distribution Requirement in the Humanities Division. These courses also meet the Foundations Requirement.

[*EL 110 Continental Fiction]

[*EL 111 European Drama]

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

[*EL/AL 113 Visions of Nature]

***EL 114 Reading Women's Writing**

Spring

Why and how do women write? Does literary history reveal distinctive styles, patterns and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including a sampling of poetry from the 16th to the 20th centuries, stories and essays by Dinesen, Lessing, V. Woolf, Atwood and C. Wolf, and novels by Austen, C. Bronte, and Hurston. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. Ms. Henderson

***EL 115 Romance** Fall

Who reads romance, and why? As we read romances from medieval to modern times (including those of novelists such as Hawthorne, Brontë, and Calvino), we will consider this and related questions about romance. Why does romance shift from an aristocratic to a popular genre after the Renaissance? Why do male romance (the adventure story) and female romance (the love story) diverge in modern times? Why is romance less prestigious, though more popular, than epic, tragedy, and the "serious" novel? Ms. Coiner

MAJOR PROGRAM–LITERATURE

The EL 203–204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition.

Those intending to major in English are advised to complete the EL 203–204 sequence *before* they elect other courses above the 200 level. EL 203 is a writing intensive course that meets the College Writing (CW) requirement.

Students who have taken EL 201 should elect EL 202, which will be offered for the last time in Fall, 1989.

EL 202 Major Poets from the Eighteenth to the Twentieth Century (CW) Fall

A course designed as a continuation of EL 201. Students will read selected poems by five or six of the following: Pope, Blake, Wordsworth, Keats, Tennyson, Arnold, Yeats and Eliot. (EL 201 or permission.) Staff

EL 203 Interpretation of Literature (CW) Fall, Spring

The course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in sections of no more than fifteen, with frequent writing assignments. (Open to sophomores and freshmen who have completed the Freshman Seminar requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) Staff

EL 204 Chaucer, Shakespeare, Milton (CW) Spring

A course designed as a continuation of EL 203; students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. (EL 203 or permission.) Staff

Courses below that fill Departmental requirements are so indicated by the number of the group, (I, II, III or IV) in parentheses, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring

The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mr. Baldridge

EL 207 Nineteenth Century English Novel (III) Fall, Spring

Close analysis of form, theme and character in representative English novels of the 19th century. Among the novelists to be read are Austen, Dickens, Thackeray, Trollope, Gaskell, the Brontës, Eliot, and Hardy. Ms. Byerly, Mr. Baldridge

EL 208 Twentieth Century English Novel (IV) Fall

This course will focus on the great novelists of the first quarter of the 20th century: Conrad, Joyce, Lawrence, Forster and Woolf. We will study the various ways in which each of these novelists sought to engage both the general problems of human life and experience and those particular aspects of life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to richly complex expressions of their doubts, fears, hopes and beliefs. Mr. Price

Spring

This course will focus on novelists of the modern period: Conrad, Joyce, Lawrence, Forster and Woolf. Readings in modern and contemporary criticism will help define the contexts within which these novelists worked and are read. Mr. Parini

[EL 213 English Romanticism (III)]

[EL 224 Medieval and Renaissance Drama (I)]

[EL 225 Shakespeare's Comedies (WS)]

EL 227 Greek Comedy Fall

Intensive study of major works of Aristophanes, principally *The Clouds, The Birds, Lysistrata,* and *The Frogs,* and selected writings by Thucydides (*The Peloponnesian War*) and Plato (*The Apology, The Symposium*), which illuminate the social, political, religious, and intellectual contexts out of which they arise, and which they address. Mr. Littlefield

EL 229 Modern British Drama 1890–1950 Fall

Analysis of the language, style, dramaturgy and meaning of plays by Wilde, O'Casey, Synge, Barrie, T. S. Eliot, Coward, Rattigan, Beckett and G. B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made. Mr. Bertolini

[EL 230 Contemporary British Drama: 1950 to the Present (IV)]

[EL 301 Chaucer (I)]

EL 302 Medieval Literature (I) Spring

Major literary texts of the European and English Middle Ages, with emphasis on Dante and Chaucer. Though we will focus on medieval authors' sophisticated use of literary genres to explore fundamental social, political, ethical and intellectual questions of the day, we will also look at the "entertainment literature" of the Middle Ages (romance, fabliau) and at the ambivalence of medieval authors about the nature and value of fiction. Ms. Coiner

EL 303 English Literature of the Sixteenth Century (I) Fall

A survey of the major developments in the theory and practice of lyric and heroic poetry in England 1500–1600. Special emphasis will be given to the sonnet, from Wyatt and Surrey, through Sidney and Spenser, to Shakespeare, and to *The Faerie Queene.* Ms. Henderson

EL 304 English Literature of the Seventeenth Century (II) Fall

Studies of the poetry of Donne, Jonson, Herbert, Herrick, Marvell, Rochester, and several minor poets. A selection of poems will be examined in close detail and an attempt will be made to discover the distinctive achievement of each poet and the distinguishing characteristics of the poetry of this period generally. Mr. Wilders

[EL 305 Eighteenth Century Poetry and Prose (II)]

[EL 306 Restoration Literature (II)]

[EL/AL 309 Contemporary Literature (IV)]

EL/AL 312 Modern Poetry (IV) Spring

Selected poems by Hardy, Yeats, Frost, and Stevens will be studied with special attention to the themes of belief and skepticism, affirmation, and despair. Mr. Pack

EL 314 Post-Romantic Nineteenth-Century Literature (III) Fall

This course will be centered on selections from three major poets: Tennyson, Browning and Arnold. The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major prose writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

EL 321 Shakespeare (WS) Fall

This course will focus on six plays: *Hamlet, Othello, Macbeth, King Lear, Antony and Cleopatra,* and *The Tempest*, with special attention to the themes of choice, hidden motivation, and forgiveness. Mr. Pack

Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.) Mr. Bertolini

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill Distribution requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized by a Departmental committee before the normal registration period. Inquire at the Department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so. Students abroad, or studying elsewhere during junior year, should indicate their seminar preferences well in advance of each registration period, and should have someone register for them.

Courses that fill the English Department seminar requirement are listed below. Several seminars offered by other departments and/or programs, when appropriate to the Field, may also be used to fill the seminar requirement.

LS 705 Literary Studies Colloquium Fall

See Literary Studies listings for description. Mr. Donadio

EL 403 Seminar: Alfred Hitchcock Spring

The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950's, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry, Vertigo*) with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.), and with a focus on the figure of the artist in Hitchcock's work. This course will satisfy the seminar requirement for the Drama field. (Please apply at Department Office.)

Mr. Bertolini

EL 404 Seminar: Literary Theory Fall

This seminar will focus on the most recent trends in literary theory, with some attention to the traditions of criticism out of which these theories have arisen. Using Terry Eagleton's introductory survey, *Literary Theory: An Introduction* as a main text, we will examine closely a number of critics and schools of thought, ranging from the New Critics and structuralists to the Feminists, the Deconstructionists, and the neo-Marxists. (Please apply at Department Office.) Mr. Parini

EL 406 Seminar: The Romantic Novel Fall

Varieties of English fiction, 1764–1847. The seminar will devote itself to close readings of a number of important novels produced in the transitional period between the eighteenth and nineteenth centuries, before the novel entered into its second major phase in the reign of Victoria. Particular attention will be paid to issues of genre (Gothicism, Orientalism, Sentimentalism), biography (Lewis, Beckford, Shelley), and narrative structure. Among the novels to be considered are Horace Walpole's *The Castle of Otranto*, William Godwin's *Caleb Williams*, Mary Shelley's *Frankenstein*, James Hogg's *The Private Memoirs and Confessions of a Justified Sinner*, and Emily Brontë's *Wuthering Heights*. Prerequisite: EL 206 or permission. (Please apply at Department Office.)

Mrs. Napier

EL 407 Seminar: William Butler Yeats Spring

Extensive reading in most of Yeats' work with intensive study of selected poetry. Works to be read, or read in, outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* (Please apply at Department Office.)

Mr. Hill

EL 421 Seminar: Shakespeare Fall

We shall look at six of Shakespeare's tragedies: *Hamlet, Othello, King Lear, Macbeth, Julius Caesar* and *Coriolanus*. The emphasis of the course will be on the unique and distinctive qualities of each of these tragedies but we shall also attempt to discover the nature of Shakespeare's tragic vision. Students must be willing to take part in dramatic readings, as at a rehearsal. (Please apply at Department Office.) Mr. Wilders

JUNIOR SEMINARS

One of these seminars, or EL 460 where appropriate, or an equivalent course, is required of students who wish to undertake independent projects (EL 700 or EL 710) during senior year. Discussion topics and emphases will be determined largely by the seminar participants. Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing as well as discussion of research and critical methods.

EL 450A Junior Seminar: Coming to Terms Spring

Students will develop their own terms of literary analysis as they explore works in which Shakespeare, Milton, and Woolf represent characters coming to terms with loss and regret.

Ms. Henderson

EL 450B Junior Seminar: Narration and Representation Spring

An examination of strategies of narration, and the uses of myth, allusion, and graphic art in works by Chaucer, Pope, Woolf, and Yeats.

Mr. Littlefield

EL 460 Advanced Writing Fall, Spring

See description under WRITING, below.

WRITING

Admission to writing courses is by permission. Please come to the Department Office at least one week prior to registration.

Courses meeting the College Writing requirement are designated (CW).

EL 107 Journal and Essay (CW) Fall, Winter

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing. But we will also devote attention to the work of contemporary essayists, among them Edward Hoagland, Joan Didion, Annie Dillard and Lewis Thomas. (Permission; see above.)

Mr. Martin, Mrs. Skubikowski

EL 160 The Structure of Nonfiction (CW) Fall, Spring

Workshop discussion will focus on composition, narrative, revision, point of view, representation, with reading and analysis of writings by modern and contemporary essayists. (Permission; see above.) Mr. Bain, Mr. Powers

[EL 170 The Structure of Fiction (CW)]

EL 173 The Structure of Fiction and Poetry (CW) Fall, Winter, Spring

An introduction to the reading and writing of poetry and fiction. Exemplary American and English poetry and fiction will be analyzed and discussed, as well as poems and stories written by students in the course. (Permission; see above.) Ms. Alvarez (Fall, Spring) Mr. Parini (Winter)

[EL 175 The Structure of Poetry (CW)]

TH 218 Intermediate Workshop: Playwriting I Fall

See Theatre, Dance and Film/Video listings for description. Mr. Sprigg

[TH 228 New Plays: Playwright and Director]

TH/EL 240 Screenwriting Workshop I Fall

See Theater, Dance and Film/Video listings for description. Mr. Mitchell

TH/EL 241 Screenwriting Workshop II Spring

See Theater, Dance and Film/Video listings for description. Mr. Mitchell

EL 260 Intermediate Workshop: Nonfiction Fall

Focusing on the significance and function of 'narrative' in the contemporary essay, this workshop will combine the analysis of modern and contemporary nonfiction writers with a series of field assignments. Students will compose narrative essays based on their firsthand observation of people and events at the College, in the town and in the rural communities nearby. Class discussions will be based on these student manuscripts and on published model works. Students will be required to write and revise 6–8 papers. (EL 107 or EL 160 or EL 170, and permission.) Mr. Powers

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 107 or EL 160 or EL 170 or EL 173, and permission.) Mr. Baldridge (Fall) Staff (Spring)

EL 275 Intermediate Workshop: Poetry Spring

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. (EL 175 or EL 173, and permission.) Staff

EL 460 Advanced Writing Fall, Spring

Advanced workshop in poetry and prose primarily for students planning to do a senior essay or thesis in creative writing. (Two writing courses at the introductory and intermediate levels with a grade of B or better at the intermediate level, and permission.) Mr. Parini, Ms. Alvarez

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the Department office two weeks prior to registration.

A Creative Writing project (EL 560) may be undertaken after completion of the introductory, intermediate and advanced workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met. Students must make preliminary application for such credit before the end of the Spring term preceding the Conference; the work done at the Conference must be evaluated and graded by the Department during the subsequent Fall term.

EL 500, 520, 560 Special Projects Fall or Spring

Staff

SENIOR PROGRAM
The following courses are elected during the Senior year. See *The Senior Program,* above, for descriptions.

EL 700	**Senior Essay**	Fall, Spring
EL 705	**General Examination**	Winter
EL 710	**Senior Thesis**	Fall, Spring

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: David Andrews (Sociology/Anthropology), John Elder (English), Victor Nuovo (Philosophy) *Associate Professors:* Robert Churchill (Geography), Raymond Coish (Geology), Stephen Trombulak (Biology, Director) *Assistant Professors:* Richard Arthur (Philosophy), Lucy Harding (Geology), Neil Leary (Economics) Tamar Mayer (Geography), Burke Rochford (Sociology/Anthropology), Jack Schmidt (Geography and Geology), Sallie Sheldon (Biology).

The field of Environmental Studies explores the relationship between humans and their environment. Such a study involves information from a variety of disciplines, including economics, biology, geology, political science, geography, sociology, philosophy, and literature. The Program in Environmental Studies is designed to provide students an interdisciplinary major that focuses on the diverse facets of environmental issues as well as to provide in-depth training in one or more specific disciplines. After graduation, students may continue on to graduate school in environmental studies, as well as environmental law and policy, resource economics, sociology, or wildlife biology. Because the major includes significant work in three divisions, students majoring in Environmental Studies are not required to take a concentration.

Program Requirement: Students must select to be in either the Natural Science or the Social Science/Humanities Track of the major. Each track involves six required courses and four cognates. Additionally, each student must select a focus and an adviser within his or her chosen track. Courses taken within the focus that are not specified must be approved by the adviser.

Required for a major in Environmental Studies: Six core courses and four cognates, as well as courses from one of eight possible foci. Each student must choose an adviser within his or her focus; courses taken within the focus that are not specified must be approved by the adviser.

Core courses: Each of the following courses is required.

BI 190 (General Ecology)
EL/AL 113 (Visions of Nature)
GL 112 (Environmental Geology)
GG 260 (Social Aspects of Environmental Issues)
EC 365 (Environmental Economics)
ES 401 (Environmental Policy Formation)

Cognate courses: Any four of the following courses; at least three of them must be from divisions other than that of the focus, and at least three must be above the 100 level.

BI 390 (Advanced Ecology)
CH 103 (Fundamentals of Chemistry I)
GG 210 (Geography of Development) *or* 211 (Economic Geography); 250 (Physical Earth Processes) *or* 254 (Weather and Climate); 255 (Surface Water Resources and Development)
MA 106 (Introduction to Statistical Science) *or* EC 210 (Economic Statistics)
NE 382 (Biogeography)
PA 190 (Ethics and the Environment), 230 (Philosophy of Science)
PS 103 (Comparative Politics) *or* 104 (American Political Processes) *or* 208 (U.S. Congress)
SA 307 (Social Movement and Collective Action)
Any Winter Term course listed as Environmental Studies

Foci: Complete all the requirements for one of the following foci. Courses taken as part of the core sequence and as cognates may not normally be used as part of the focus.

Biology: 195, 4 additional courses at the 200–300 level, 1 course at the 400 level
Chemistry: 4 courses at the 200–300 level, 2 courses at the 400 level
Economics: 210, 355, 465, 2 additional courses above the 100 level, MA 112
Geography: 100, 4 additional courses at the 200–300 level, 1 course at the 400 level
Geology: 3 courses at the 200–300 level, 1 course at the 400 level, 2 units of 700
Literature and Writing: EL 107 *or* 160 *or* 170, EL 260, EL 213, AL 202, CS 225
Philosophy: 180, 4 additional courses at the 200–300 level, 1 course at the 400 level
Sociology/Anthropology: 103, 190, 301 *or* 302, 2 Area Studies courses

Senior Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work; this work may be carried out either as a one or more semester project (ES 500: Independent Studies). Students must carry out this work under the supervision of a faculty member in the department that best characterizes the research project.

Honors Program: Juniors or seniors with an average of B+ or better in courses taken towards the major may apply for Program Honors before beginning an Independent Study (ES 500). After a public presentation and a defense of the work before a committee of three faculty from the Program, Honors will be given for projects of superior quality (B+ or better).

Joint majors: To ensure the greatest flexibility for professional development after graduation, students majoring in Environmental Studies are encouraged to consider developing for themselves a joint major between ES and another department. This will allow students to have greater depth and experience in their area of interest. Students wishing to pursue this option should talk with the Director of the Program.

[ES 401 Environmental Policy Formation]

ES 500 Independent Study Fall, Winter, Spring

FRENCH

Professors: Simon Barenbaum, Edward Knox, Nancy O'Connor (chair), Carol Rifelj (on leave all year) *Associate Professors:* Bethany Ladimer (at Middlebury in Paris) *Assistant Professor:* Marc Snyder *Visiting Assistant Professor:* Mireille Barbaud-McWilliams *Instructors:* Paula Schwartz *Visiting Instructors:* Charles Nunley, Cécile Vernier-Danehy *Lecturer:* Huguette Knox *Assistant:* Raphaelle Nicolas

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed in FR 203 or FR 205 according to their ability in French and background. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization, while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 230, FR 277, FR 343 and literature courses designed with a major sociocultural component (FR 362, FR 365, FR 366, FR 375). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Required for the major: Total of no fewer than 10 courses, no more than 14.

I. *Two* introductions to French Literature: FR 227, FR 228, or FR 229; or FR 267 (Lectures de textes littéraires) in Paris; or FR 491 (Analyse littéraire) in summer.

II. One course in contemporary French civilization: FR 230, FR 343, or PS 406; or FR 450 (La France contemporaine) in Paris; or equivalent in summer.

III. One course in French history: HI 346; or, in Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or FR 449 (Histoire sociale de la France).

IV. Three advanced courses in French or francophone literature.

V. One senior seminar (literature or civilization) or senior project (500, 700).

Other courses counting for the major include: a) at the Vermont campus: FR 205, FR 255, FR 277, FR 305; certain advanced courses offered during the winter term (with permission of the chair); other summer 300- and 400-level courses; b) in Paris: language and linguistics courses, comparative literature (with a major French component), French theater, cinema, or television, Politique extérieure de la France, Vie Politique en France. College Board AP scores of four and above count toward graduation but not toward the major.

We expect majors to spend their junior year at the Middlebury College School in France, where they may not earn more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major but is figured into the GPA as two half-units. Most courses in France will be at the 300 or 400 level.

During the senior year at least two ad-

vanced courses in French must be taken at Middlebury, including the senior seminar or independent work.

Required for a joint major: a minimum of seven courses, including two from category I, one from categories II and III, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well-prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited. Only students with valid academic reasons may be considered for the semester program. Students who are interested in studying abroad who are double or joint majors or International majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may earn one course per semester in France toward their concentration. They should in any event contact the Dean of the French School before registering for their sophomore year. See below the representative list of courses offered in France.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris; and they must have an over-all average of at least B− and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

COURSES IN ENGLISH

The three courses listed below are offered in English; they may not be counted toward a major in French.

FR 112 Humanists and Heroes Spring

Starting with the development of Humanism during the Renaissance, the course will examine the image of the human condition and the conception of secular heroism as they have evolved in the works of some of France's major writers. The emphasis will be on careful reading and on developing the critical tools needed to analyze and write about texts from a literary as well as a thematic standpoint. Required readings will include selections from Montaigne, Pascal, Voltaire, Sartre, Camus, and Beckett. Limited enrollment. This course fulfills the College Writing requirement. Ms. O'Connor

[*FR 115 French Realism: French Fiction from Stendhal to Proust]

[*FR 120 Women Writers in France]

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. **This course is for students who have not studied French before.** It does not fulfill the foreign language distribution requirement. Normally students are expected to continue with FR 102 after successfully completing FR 101.

Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101.) Mr. Barenbaum

FR 203 Intensive Intermediate French Fall, Spring

An active and intensive review of French grammar for students having had good beginning-level training in French. We will work to perfect not only mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement.) Staff

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students. This requirement for the major may be satisfied by placement at a higher level. (FR 203 or placement.) Staff

At least two of the following three courses:

FR 227 Introduction to French Poetry Fall, Spring

(FR 205 or placement.) Mr. Nunley

FR 228 Introduction to French Theater Fall, Spring

(FR 205 or placement.) Mr. Barenbaum

FR 229 Introduction to French Prose Fall, Spring

This course fulfills the College Writing requirement. (FR205 or placement.)

Mr. Nunley, Ms. Vernier-Danehy

(Each of the courses listed above is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.)

FR 230 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205 or placement.)

This requirement may also be met by FR 343, PS 408, FR 450 (La France contemporaine) in Paris, or by an equivalent in the summer French School.

Ms. Knox, Ms. Schwartz

LANGUAGE, LITERATURE, AND CIVILIZATION

Majors must also take one course in French history, three advanced courses in French or francophone literature, and one senior seminar or senior work.

FR 255 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 227–8–9, 230. Others by permission.)

Ms. O'Connor

FR 277 Facets of a Changing France Winter

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 230 or special permission.) Mr. Barenbaum

[FR 305 Advanced Practice in Written French]

[FR 343 Topics in Contemporary French Civilization]

FR 361 French Classical Theater Spring

A study of the theater of Corneille, Racine, and Molière. The course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco-Roman ideals, virtues, and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social role of theater in French society and in the courts of Louis XIII and Louis XIV. (FR 228 recommended.) Ms. Vernier-Danehy

[FR 362 Women and the Novel of the Ancien Régime]

FR 365 Literature and Society in the Ancien Régime Fall

We will examine how writers and philosophers of the 17th and 18th century shaped the sensibili-

ties and the world vision of their contemporaries. During a period when it grew difficult to distinguish between literary and philosophical movements, and reading became synonymous with thinking, writers were the political and social mirrors of their time. We will try to trace the evolution of the world they reflected, from the deep religious convictions of Pascal through the acerbic wit of Voltaire, and finally to the "revolutionary" questions posed by Figaro in Beaumarchais' play. Authors may also include Corneille, Molière, Montesquieu, Marivaux, Diderot, and Rousseau.
Ms. O'Connor

FR 375 The Nineteenth-Century Novel: Rational and Irrational Currents in 19th-Century Fiction Fall

In this course we will study the relationship between the rational and the irrational cultural undercurrents in 19th-century fiction. We will read works both in the mainstream of the literary canon (Chateaubriand, Balzac, Stendhal, Flaubert) as well as off the beaten path. Although we will be primarily concerned with novelistic fiction, the music and the painting of the period will be considered to see how the rational and the irrational are refracted in other artistic media. The course readings will be supplemented by film adaptations of 19th-century fiction. (FR 229 recommended.)
Mr. Snyder

FR 376 Nineteenth Century Poetry Fall

Poetry as a genre virtually exploded into prominence in 19th century France. We will examine the evolution of versification, the poet's concern for the social environment, and the relation between poetic expression and the other arts. From the early work of romantics such as Lamartine and Hugo, through the genius of Baudelaire, and on to the impressionistic verses of the symbolists, Verlaine, Rimbaud, and Mallarmé, the course will seek to develop the students' knowledge of the period, their critical and analytical ability, and their appreciation of the genre. (FR 227 recommended.)
Ms. Barbaud-McWilliams

[FR 380 The Twentieth Century Novel]

[FR 387 Twentieth Century Drama]

FR 388 French Poetry of the Twentieth Century Spring

French poetry of the 20th century is perhaps best characterized by its problematic relationship to the poetry of preceding periods. By the end of World War I, young poets began to abandon what had become an unsatisfactory Symbolist aesthetic in search of new forms of poetic expression that would no longer ignore the historic flux of the modern age. This shift in sensibility was clearly marked by the poets' declining interest in music and a newborn enthusiasm for the work of contemporary painters. From the innovative poetry of Apollinaire and the experimental work of the Surrealists (Breton, Aragon, Eluard) before WW II to the more discerning and restorative poetry of the post-war period (Ponge, Michaux, Char, Bonnefoy), we will examine poetry in its relationship to historic awareness and the visual arts of the period (Picasso, Dali, Braque). (FR 227 recommended.) Mr. Nunley

FR 442 Workshop in French Radio Spring
Mr. Barenbaum

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. Staff

FR 704 Senior Seminar in French Civilization: The Revolutionary Tradition in Contemporary France Fall

In the space of a single decade, from 1789 to 1799, a new social and political order was founded in France that would survive, in various forms, to the 20th century. We will explore aspects of the revolutionary tradition in France since 1918 as they concentrate around themes of ideology, symbol, institutions, and political culture: how for example have different political groups sought to appropriate or reappropriate the revolutionary legacy? What are the origins, significance, and uses of political symbols such as Marianne, or the heavily-charged symbol, *bread*? In the second part of the course we will focus on 20th-century efforts to carry the Revolution to a fuller conclusion: how did the French Revolution fail? How did the revolutionary impulse inspire movements which sought the greater democratization of French life? In this light we will examine other "revolutions" of the 20th century: The Popular Front of 1936, Pétain's "National Revolution," the cultural "revolution" of May 1968, and the women's movement of the 1970's. (Senior majors or permission.) Ms. Schwartz

FR 705 Senior Seminar in French Literature: Experimental Fictions from Diderot to Renaud Spring

Over the past several centuries French authors have self-consciously looked for new literary forms to express their ideas; their quest, however, has often encountered considerable social resistance. We will examine how their narrative explorations are crucial to our understanding of modernity, and investigate how their texts are structurally, thematically, and stylistically linked by virtue of their radical nature. The following topics, among others, will be examined: the idea of a cultural avant-garde; literary reception and censorship; colonial and sexual discourse; anarchy as a mode of literary organization; popular culture in modern literature. We will read authors from the 18th to the 20th centuries, and course materials will include a wide variety of literary and cultural forms (novels, plays, poetry, movies, songs). (Senior majors or permission.)

Mr. Snyder

The following is a representative list of courses offered in the last few years for Juniors in the Middlebury Paris program:

La France: de l'absolutisme à la Révolution et à l'Empire
Architecture et urbanisme de Paris
Initiation aux techniques de la scène
La littérature du moyen âge
Flaubert et Proust
Introduction à la linguistique
Analyse de films
Arts d'Afrique
Histoires de l'art médiéval; moderne; contemporain
Histoire sociale de la France
Vie politique et partis en France depuis 1945
Problèmes économiques du Tiers Monde et les conditions du développement
Relations internationales

See also College Writing Program.

*Foundations Course

FRESHMAN SEMINAR PROGRAM

Director: Eric Davis (Political Science)
Participating Faculty: Julia Alvarez (English), Stanley Bates (Philosophy), Barbara Bellows (History), Priscilla Bremser (Mathematics and Computer Science), Catherine Campbell (Chinese), Robert Churchill (Geography), Nicholas Clifford (History), Richard Dollase (Teacher Education), Stephen Donadio (American Literature and Civilization), David Elbert (Geology), Cheryl Faraone (Theatre, Dance, and Film/Video), Philip Gasper (Philosophy), John Gilkeson (American Literature and Civilization), Claudia Henrion (Mathematics), Robert Hill (English), John Hunisak (Art), Linda Keenan (Japanese), Edward Knox (French), C. Randall Landgren (Biology), Judith Liskin-Gasparro (Spanish), Michael Kraus (Political Science), Ronald Liebowitz (Geography), David Macey (History), John McWilliams (American Literature and Civilization), Gary Margolis (English), Paul Monod (History), Kenneth Myers (American Literature and Civilization), David Napier (Art and Anthropology), Elizabeth Napier (English), Paul Nelson (Political Science), Victor Nuovo (Philosophy), Michael Olinick (Mathematics and Computer Science), Robert Pack (English), Ted Perry (Theatre, Dance, and Film/Video), David Price (English), Marc Riess (Psychology), Jack Schmidt (Geography and Geology), Peter Schumer (Mathematics and Computer Science), Catherine Sokil (Economics), Katherine Sonderegger (Religion), Stephen Sontum (Chemistry), Pardon Tillinghast (History), John Walsh (College Chaplain), John Weeks (Economics), Richard Wolfson (Physics)

Freshman Seminars are thematic courses which approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. A Freshman Seminar will have an enrollment of no more than 15 students for each faculty member in the seminar. The Freshman Seminars will have an intensive writing component. All entering students will register for one Freshman Seminar. The instructor of this seminar will be the freshman faculty adviser for all the students enrolled in the course. Normally, Freshman Seminars may not satisfy departmental major requirements.

FS 001 Writers and Writings From the Other Europe Fall

Historically, writers in Eastern and Central Europe have played a central role in their own cultures. In the postwar period, Polish, Hungarian, Czech, and Slovak writers and poets have had to grapple with harsh political realities. Based on the reading of novels and poetry by Czeslaw Milosz, Tadeusz Konwicki, Miklos Haraszti, Georgyi Konrad, Milan Kundera, Jaroslav Seifert and others, this course will explore the relationship between culture and politics in the circumstances of unfreedom.

Mr. Kraus

FS 002 Word and Video: Making Journals/Autobiographies Fall

Journals and autobiographies traditionally are written documents, but, in this seminar, we will also shoot video to develop skills in making our own journals and autobiographies. Camcorders will be rotated so that each week some students are shooting video as a way of making journals/autobiographies, while other students are making similar documents using the written word. By using two media, we expect to enhance our ability to create journals and autobiographical statements, as well as to learn how each medium shapes the process and final product. Selected journals/autobiographical films and writing will be studied.

Mr. Perry

FS 003 An Interdisciplinary Introduction to Mental Illness Fall

Madness is an extremely complex puzzle. Any discipline alone, be it biomedical, psychological, social, or humanities, cannot possibly account for the intricacies of mental illness. Yet, each discipline provides valuable pieces to the puzzle, and the whole is greater than the sum of its parts. This course provides glimpses of the pieces. Specifically, we will consider some historical (e.g. witch hunts), chemical (medications), biological (genetics), psychological (diagnosis, psychotherapy), social (stigma, homelessness), legal (the insanity defense, involuntary hospitalization), and humanistic (mental illness in literature, art, and films) aspects of psychopathologies such as schizophrenia, manic-depression, and psychopathic personality.

Mr. Riess

FS 004 Paris 1848–1900: Art and Culture Fall

For the second half of the 19th century, Paris was the capital of western culture; its official Salons and four World Fairs were regarded as the foremost international showcase for artistic achievement. This course will examine the art made and/or exhibited there in the context of the vibrant historical and cultural fabric provided by the city itself. The imagery of modern life will be the primary focus of our investigation. In addition to painting and sculpture, we will consider history and biography, as well as non-visual art works by Flaubert, Zola, Merimee, and Bizet. Mr. Hunisak

FS 005 Windows on Japan Fall

A comprehensive encounter with Japan involving intellectual and personal experience. The civilization of Japan will be approached academically through an introduction to its art, literature, language as a social phenomenon, religion and thought, family and society, and political and economic situation. This study will be complemented by exposure to Japanese culture through film, field trips, class visitors, and in-class activities. Appropriate both for future East Asian majors and those who would simply like to broaden their horizons and ability to operate across cultural boundaries with understanding and sensitivity. No knowledge of Japanese necessary. Ms. Keenan

FS 006 Why Most Countries are Poor Fall

A few of the world's countries have highly developed production structures with sophisticated technology, and their populations enjoy high per capita incomes. In these countries life expectancy is long and infant mortality is low. However, the opposite is the case for the vast majority of the countries of the world. Even the more advanced of the poor countries suffer from maladies such as a heavy debt burden and unstable economies which are largely unknown for the few wealthy countries. This course investigates why a few countries are rich and most are poor. It does so using readings by authors from both rich and poor countries, dealing with a wide range of provocative and controversial explanations. The central question addressed in the course is whether the inequality among countries is inevitable (perhaps inherent in the operation of the world economy) or a transitory phenomenon subject to purposeful action.

Mr. Weeks

FS 007 Perception and the Dreaming Mind Fall

A thematic introduction to the study of poetry. In this course both lyric and narrative modes of poetic expression will be studied. The poet's powers of physical description will be seen as related to the symbolic imagery of the poet's imagination. Written assignments will include both analytic papers and poems composed in the spirit of experimentation. Mr. Pack

FS 008 Visions of Alienation and Assimilation: Hispanic Writers in the United States Fall

This seminar will examine Hispanics' visions of themselves as members of two cultures. Issues of ethnicity, gender, and class will be studied with particular attention paid to the experience of growing up ethnic in Anglo-America. Readings will include novels, short stories, poetry, and essays by Hispanics, as well as by Anglo writers portraying the Hispanic experience. Writings for the course will include a journal, analyses of the texts, and creative and personal reflections. Knowledge of Spanish is not necessary. Two seminar groups plus joint sessions. This course will have an enrollment of up to 30 students, in two sections of 15 students each.

Ms. Alvarez and Ms. Liskin-Gasparro

FS 010 The Nature of Morality Fall

"What is the good life for human beings? How should I live my life?" These questions pose topics which have been central for philosophical reflection since antiquity, but the moral concepts inves-

tigated, and the views of reality and human nature associated with them have undergone great historical change. In this seminar, we shall try to assess the implications of this history for the possibility of moral knowledge, or moral rationality, by investigating three crucial historical moments. First, we shall read texts of Plato and Aristotle from Greek antiquity; then we shall consider the reformulation of moral inquiry in modernity in texts of Hume and Kant from the 18th century; finally, we shall consider texts by thinkers who question the possibility or force of traditional morality, Kierkegaard and Nietzsche. Mr. Bates

FS 011 The Expression of the Artistic Process: In One's Own Words Fall

The artistic process is frequently held to be mysterious, opaque, and unavailable for translation to the uninitiated. The course will study the creative act both through the formal writings, films, and journals of artists and through philosophical writings on aesthetics and the nature of the creative act. Some of the artists to be included are Stephen Spender, Anais Nin, Laurence Olivier, Martha Clarke, and Twyla Tharp. Students will be encouraged to make connections among creative disciplines and will engage in both critical/analytical and personal writing. Creative exercises involving the integration of performance, movement, design, and the written word (in both formal and improvisational structures) will also be a part of the course. Ms. Faraone

FS 012 Freedom and Liberation Fall

It is generally agreed that freedom is a good thing. Governments claim to champion it. Liberation movements identify themselves as fighting for it. Right wingers who want "government off our backs," card-carrying members of the ACLU, and leftists who seek the abolition of capitalism, all say they are its friends. Do all these people agree what freedom is? If not, what is the correct conception? This seminar will explore the metaphysical, moral, social, and political dimensions of freedom. If humans are part of the natural world, how can we ever act freely? What social conditions are necessary for freedom? Is freedom incompatible with equality, or does it require it? And why is freedom a good thing anyway? Readings will be from figures such as Aristotle, Hobbes, Rousseau, Mill, Marx, and Sartre, as well as contemporary writers.
Mr. Gasper

FS 013 Human Rights and Foreign Policy Fall

This course will look at "human rights" as an instrument of foreign policy. We will pay special attention to the place of "human rights" in the foreign policies of the superpower nations. Has it been effective/useful? How has it been applied in different situations? What are the differing schools of thought regarding "human rights" as a goal of foreign policy? We will look at the "human rights" scene in several nations including the Soviet Union, Israel, South Africa, Iran, Nicaragua, Philippines, and others. The course will also look at human rights organizations (Amnesty International, Helsinki Watch, and others) and the role they play in "human rights" situations around the world.
Mr. Walsh

FS 014 Hard Choices Fall

An analysis of moral and ethical issues as reflected in contemporary America. Particular attention will be paid to the relationship of the individual to the community, and to the prerogatives and obligations of the professions. The following topics will be studied from a multidisciplinary perspective: discrimination and affirmative action; abortion, euthanasia, and capital punishment; animal rights; hunger, homelessness, and welfare; censorship; public vs. private schooling; drug testing; standardized testing; and the role of the professional expert. Authors read include Plato, Locke, Swift, George Eliot, Galbraith, Friedman, Wilson.
Mr. Dollase

FS 015 The Game of Go Fall

Go is the most ancient of all board games and the most challenging in play. It combines the intellectual rigors of mathematics with the aesthetic beauty of music and art. Go is played professionally in the Orient by hundreds of masters who have dedicated their lives to a deeper understanding of the game. In spite of this, it is a simple game to learn and an immediate delight to play. The course will begin with an introduction to the game and will progress to a study of the finer points of play. Recordings and analyzing games and writing about the cultural aspects of Go will also be included. In addition, we will discuss the history of Go, its role in Oriental culture, and the current world Go scene. Mr. Schumer

FS 017 Revealing Life Fall

This course introduces students to communication about living things. Students will examine professional writing (prose and poetry, nonfiction and fiction), photography (black and white and video), microcomputer programs (IBM and Macintosh), and drawings (technical and cartoons). The focus will be on the nature of life and the common characteristics of living organisms. Issues of continuity in reproduction and evolution will be examined. The quality and reliability of the information in fossils will be studied. Students will create projects in writing, photography (including videophotography), and line drawings. No prior experience is expected in the nonverbal media. Students with computer competence will be encouraged to create programs which make use of the skills they developed in the other media. Both individual and group projects are allowed with a group showing at the end of the course. Mr. Landgren

FS 019 Love and Death in Western Europe, 1500–1900 Fall

History is not just about names and dates; it concerns itself with all aspects of human experience. In recent decades, historians have begun to explore the cycles of life in past times, from birth and childhood to marriage, old age, and death. They have raised many important questions. What made populations rise and fall? Did people marry for love, or for financial security? How did husbands treat their wives, and parents treat their children? What attitudes did people have towards sex? How did they confront death? And above all, how did the patterns of life change over time? In this course, we will consider these questions by reading a selection of historical interpretations and original sources dealing with Western Europe from the Reformation to the twentieth century. Mr. Monod

FS 020 Lyric and Narrative Poetry Fall

Close analysis of selected poems both traditional and modern, ranging from Shakespeare sonnets, to metaphysical lyrics, Augustan "didactic" verse, Romantic and Victorian odes and lyrics and into the twentieth century Irish, British, and American poems. Among poets considered will be Donne, Herbert, Marvell, Milton, Pope, Blake, Wordsworth, Coleridge, Keats, Shelley, Tennyson, Arnold, Browning, Emily Dickinson, Yeats, Frost, Stevens, Eliot, Dylan Thomas. Clusters of poems will be considered thematically; chronology will not be a factor. Mr. Hill

FS 021 American Values and the Revolution Fall

The creation of the United States of America was a violent revolutionary act that needed to be justified by visions of a better future. In this course, we shall study closely the images of the good life in America that were advanced by leaders and observers of the Revolution of 1776: Franklin, Jefferson, Paine, Crevecoeur, and Hamilton. We shall ask simple but troubling questions. Did the Revolutionary generation have a consistent, practicable view of the New World's future? Why did they imagine America as they did? To what extent could large minority groups—Blacks, Loyalists, and Indians—share in the values of the New Republic? Our purpose will not be to provide lessons in civic virtue, nor to debunk patriotism. Instead, we shall try to better understand both the strengths and the price of America's founding values.

Mr. McWilliams

FS 022 Good and Thought of Good Fall

This seminar rests on the fact that this place is a school; on the belief that the proper business in a school is to seek and enjoy clarity; on the conviction that one of the subjects it would be good to have clarity about is how one and we should live; on the knowledge that such clarity has been deeply considered in philosophical texts; and on the procedural principle that clarity comes from close reading and thinking. On these foundations we will proceed to read a few Western thinkers on the topics: what is a good life; what place does thinking about a good life have in a good life; what is the relation between my good life and the good lives of other persons and the good of the whole; how could it be that old books about a good life do—or don't—continue to have anything to say to us in our own inquiries into and pursuits of this subject. Readings from Aristotle, Thomas Aquinas, Spinoza, and others. Mr. Nelson

FS 023 Literary Perspectives on Afro-American Slavery Fall

The institution of slavery has had a determinative influence on the development not just of Afro-American culture, but of our national culture as well. In this seminar we will survey the most important literary accounts of slavery by both black and white authors. After examining a number of slave narratives including those by Olaudah Equiano, Frederick Douglass, and Harriet Jacobs, we will read Harriet Beecher Stowe's *Uncle Tom's Cabin*, Mark Twain's *Huckleberry Finn*, Charles Chesnutt's *The Conjure Woman*, William Faulkner's *Go Down Moses*, Ishmael Reed's *Flight to Canada*, Charles Johnson's *Oxherding Tale*, and Sherley Anne Williams's *Deesa Rose*. Mr. Myers

FS 024 Interpretations of the French Revolution Fall

1989 is the 200th anniversary of the French Revolution. Since before the first centennial, the revolution's meaning has not been in serious dispute. However, in the past twenty years or so the dominant, Marxist, interpretation has been challenged by a whole range of new research. However, as yet, there is no generally accepted alternate interpretation or paradigm. This course will begin by examining the traditional paradigm and then go on to study both the new scholarship and some of the alternative interpretations that have been presented. Our goal will be to try to synthesize this material and develop a new paradigm. Mr. Macey

FS 025 What Is Life Fall

Scientific breakthroughs related to our human flesh and bone touch both our hopes and our self image. Just such a touchstone occurred forty-six years ago when the physicist Erwin Schrodinger gave a set of lectures to a general audience titled "What Is Life." This course will deal with the role of this question in motivating the fields of biochemistry and molecular biology, as well as the similarities and differences between literary and scientific approaches to this question. Assigned reading for this course will consist of Schrodinger's "What Is Life," J.D. Watson's "The Double Helix," F. Dyson's "Origins of Life," and C.P. Snow's "The Two Cultures." Mr. Sontum

FS 026 The Geologic Landscape Fall

This course investigates the fundamentals of physical geology in an outdoor setting. Class meetings consist of two afternoon field trips supplemented by at least one weekend trip. Class work emphasizes observation and quantitative measurements of rock properties and landscape-forming processes to investigate factors that control the shape of the Earth's surface. The field course is divided into four segments: the make-up and location of bedrock; stream and river processes; glacial processes; and geologic structures of the Earth's crust. The class will be held indoors for the last three weeks of the semester and will discuss the primary scientific literature proposing and debating the theory of plate tectonics. The course is set in the attractive New England region and students should anticipate strenuous outdoor activity in frequently difficult fall weather conditions to add to the challenge of rigorous scientific investigation.

Mr. Elbert and Mr. Schmidt

FS 027 Nuclear Technology: The Promise and the Peril Fall

In the 1950s, nuclear technology was hailed as the path to a brighter future. Today, we confront Chernobyl, Three Mile Island, and unending development of nuclear weapons. Do the benefits of nuclear technology outweigh its risks? What role should nuclear technology play in our future? This course explores these questions by examining such topics as the physics of the atomic nucleus, the technologies of nuclear power and nuclear weapons, nuclear waste disposal, medical applications, and related economic, social, and political issues.

Mr. Wolfson

FS 028 Religion and the Scholar: Trips Along the Religious Coast Fall

This course explores methods of interpreting and defining religion. What is this universal phenomenon we call religion? How should we best understand it? While this course focuses on Western religious traditions, we will read some authors whose work is relevant to non-Western traditions. Approaches studied in this course include the literary, psychoanalytic, historical, and sociological; authors include G.M. Hopkins, S. Freud, M. Weber, A. Harnack, and R. Ruether.

Ms. Sonderegger

FS 029 Becoming Fall

In the social sciences the study of the process of socialization is frequently modelled on the notion that an individual's social identity is acquired early in life and that this identity persists more or less intact for the duration of one's existence. However, much of socialization, in fact, involves a transition from one social identity to the next—that is, a process by which one achieves a new identity or "becomes" something else. In studying this process of social transformation, the course will focus not only on those aspects of socialization that form the traditional domain of the anthropological discipline (rites of passage, symbolic exchange, ritual behavior), but, in particular, examine cases of conversion (religious and social) in which individuals deliberately enter into such processes as a means of changing their social identity. Mr. Napier

FS 030 Dreams, Nightmares, and Poetry Fall

This seminar will explore the rich potentialities of the symbolic language produced nightly by our unconscious minds. The class will read widely in the major clinical and theoretical writings on dreams and nightmares. Each member of the class will keep a dream journal, and anonymous selections from these journals will be discussed in connection with the various theories of dream interpretation. We will then study a wide range of English and American poetry which clearly incorporates elements of dream and nightmare. Finally, members of the class will attempt to compose poems based on their own dreams or nightmares, identifying and examining in the process various assumptions that we make both about the act of literary creation and about the created work itself and its larger audience.

Mr. Price

FS 031 American Identity and Americanization

Since its first colonization, America has been a nation of immigrants. This course examines the experience of immigration and Americanization over the course of American history, with special emphasis on the nineteenth and twentieth centuries. It seeks to define the relationship between "ethnicity" and "American identity." To what extent has a common American nationality been forged out of the identities imported by the nation's numerous immigrant groups? Mr. Gilkeson

FS 033 Gamaliel's Town Fall

Every town in America can be seen as a physical manifestation of people ambitions, and events. Such is certainly the case with Middlebury, which, while a typical New England community of the late 18th and early 19th centuries, is also to a surprising degree the special creation of its town father, Gamaliel Painter. This course will use the rich range of primary and secondary local history materials available through the Sheldon Museum to deal with topography, architecture, biography, paintings, and documentation in interpreting Painter's Middlebury and relating it to its broader historical context.

Mr. Andres

FS 034 History of Mathematics

This course will consider the history of mathematics from three perspectives. The first part will focus on the people who do mathematics. In examining biographies of mathematicians we will consider who does mathematics and why, and the social structures that support mathematics. The second part will explore how different cultures give rise to different kinds of mathematics. Is Chinese mathematics different from European mathematics? What is the relationship between African mathematics and that of Islamic cultures? In the third part of the course we will consider the evolution of particular fields of mathematics, such as geometry, logic, and algebra.

FS 051 Evolution and the Fate of Theism Fall

Evolution by natural selection and theism seem incompatible. The former is said to contradict the theistic claim that the complex design of living things must be the product of an intelligent supernatural agent. Not everyone agrees. We shall examine the antecedents of this controversy in Antiquity and the Enlightenment and trace it through the 19th century, through Darwin, to the present day. Our main concern, however, will not be with the history of the controversy, but with the soundness of the opposing positions—the incompatibilist position: "If evolution is true then theism is false," and the compatibilist position, "Both evolution and theism may be true." We shall consider which position is the right one; the variety of interpretations that can be put on each position; and the bearing of these various interpretations on the meaning of life. Mr. Nuovo

FS 052 Natural Disasters: Causes, Responses, and Adjustments Spring

This seminar explores the physical and human dimensions of natural disasters. The spatial and temporal characteristics of disasters are examined initially in context of the underlying geophysical, atmospheric, and hydrologic processes. Because the impact of disasters often depends as much or more on human factors, however, special attention is given to how people perceive the threat of disaster and the ways they respond, both as individuals and as members of various social and cultural groups. Finally, in the interest of mitigating disaster loss, the seminar considers the range of long-term adjustments, from folk and religious practices to costly construction works to government regulation. Mr. Churchill

FS 053 The City in American History Spring

This is a seminar about cities and their role in the shaping of American history. We will examine urban life and development from a variety of perspectives by exploring cities as physical constructs, as well as centers of culture. Emphasis will be placed on the reality of the city over time through studies of individual cities, such as Boston and New York, as well as the city of the imagination as expressed in novels and poetry. Another important theme will be the clash between rural and urban value in the politics of the nation that was "born in the country and moved to the city." Through research and writing projects, students will trace the origins of the problems that continue to plague city life.

Ms. Bellows

FS 054 *Perestroika*: The Social and Economic Dimensions of Reform in the USSR Spring

This course will examine the Gorbachev political and economic reform program in its socio-economic and regional contexts. The goal is to become well-versed in some of the ideological, political, and regional/ethnic issues surrounding economic reform, as well as to become familiar with useful data, graphics, and quantitative methods. Using microcomputers and newly released data, students will analyze the motivations for, and monitor the success of, the economic reform program by interpreting various socio-economic indicators of performance. No quantitative, language, or computer background is assumed. This course will have an enrollment of up to 30 students, in two sections of 15 students each.

Mr. Liebowitz and Ms. Sokil

FS 055 Body Parts: Problems of Embodiment in Nineteenth-Century Fiction Spring

Representations of the body in selected works of nineteenth-century English and Continental fiction. Among the novels to be discussed are *Frankenstein, Jane Eyre, Madame Bovary, Dracula,* and *The Portrait of Dorian Gray.* Ancillary readings will include case histories by Freud and Sacks and selections from early medical and psychoanalytical texts. Emphasis in the course will be on techniques of close reading and analysis of both fictional and non-fictional texts. Ms. Napier

FS 056 Understanding Changing Systems Spring

We live in a world of constant change. Individuals grow, economic conditions fluctuate, populations build up, natural resources diminish, pollution worsens, personal relationships develop, scientific and technological discoveries increase, political and social systems are modified.

This seminar will focus on the study of systems dynamics: how the structural components of var-

ious systems, especially feedback loops and time delays, cause changes over time. We shall examine a broad range of systems from students waiting in line in the dining halls to attempts to model the transition from world growth to global equilibrium.

The principal tool we will use is computer simulation. Students will learn to use several simple, but powerful simulation software packages. Each student will develop, implement, test and validate a simulation project. Mr. Olinick

FS 057 Beginning College Writing and Reading Poems Spring

We will read contemporary poetry as a way of developing your skills of observation and imagining in the service of writing your own poems. We will also read and discuss materials in the technical elements of poetry, adolescent psychology, art, and mythology in order to understand and practice the relationship between writing poems, knowing, and creating one's self. Some experience writing poems is useful but not necessary. This is primarily a course in writing poetry. Mr. Margolis

FS 058 War in Literature East and West Spring

This seminar explores literary accounts of modern war in a variety of Asian and Western contexts, covering World War I through the Vietnam War and touching on the problem of "what comes next." Readings include fiction, nonfiction, and poetry from Japan, Korea, China, Vietnam, Europe, Great Britain, and the United States. A selection of war-related films and several guest lectures will complement the readings. We will discuss and write about war from a range of perspectives, exploring such issues as the impact of modern warfare on civilian populations, the nature of battlefield experience, cultural differences in attitudes toward war, and the implications of nuclear weapons for the future of conflict resolution. Ms. Campbell

FS 059 The Nature and Impact of Television Spring

An inquiry into some of the transformations produced by television in American cultural life over the past four decades. Among the topics to be considered are the conceptions of coherence and continuity associated with the medium, its representation of and influence on historical events, the relation of its emphases to the demands of advertising, its implications in the area of education, its bearing on the question of literacy, and its impact on the concerns and ambitions of contemporary artists. Mr. Donadio

GEOGRAPHY

Associate Professor: Robert Churchill, Ron Liebowitz (chair) *Assistant Professors:* Paul Blank, Tamar Mayer (on leave all year), Jack Schmidt

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently, there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include: GG 100; GG 250; GG 310 or GG 320; GG 330; two seminars from the 400-level sequence; and four additional courses, at least two of which must be numbered between GG 100 and GG 250.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include one statistics course (for example, MA 106 or EC 210) and at least one additional mathematics/computer science course.

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 052 Natural Disasters: Causes, Responses and Adjustments Spring
Mr. Churchill

FS 054 *Perestroika:* The Social and Economic Dimensions of Reform in the USSR Spring
Mr. Liebowitz, Ms. Sokil

***GG 100 Geography: A Modern Synthesis** Fall, Spring
An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to freshmen and sophomores. Mr. Liebowitz (Fall)
Mr. Churchill (Spring)

GG 110 Systematic World Regional Geography Fall
This course examines the development and current structure of the contemporary world. The early part of the course concentrates on the origins of agriculture and cities, the organization of the globe into regional civilizations, the rise and expansion of Europe, the Industrial Revolution, and the regional development of the contemporary world-economy. The second part of the course deals with regions of the technologically-advanced world, including Western Europe, North America, the Soviet Union and Eastern Europe, Japan, and Australia/New Zealand. The final section of the course covers regions of the less-developed world, including Latin America, China, Southeast Asia, South Asia, Africa, and the Middle East. (Open to Freshmen and Sophomores and by permission.)
Mr. Blank

[GG 210 The Geography of Development]

GG 211 Economic Geography Spring
An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis. Mr. Blank

[GG 212 Urban Geography: Patterns, Problems and Policies]

GG 213 Population Geography Spring
Population geography seeks to explain the spatial patterns of selected demographic characteristics (e.g., fertility/natality, mortality, and migration) and evaluate theories that seek to explain (1) why changes in demographic behavior and patterns occur where they do; (2) what processes create the patterns; (3) why the processes and patterns diffuse as they do; and (4) what effects the changing patterns of selected demographic characteristics have on individual societies. The purpose of this course is to provide the student with a basic understanding of population dynamics. Topics to be covered include (1) population practice, policy, and theory; (2) demographic data—a basic source of statistics, what do they mean?; population composition—age, gender and ethnic compositions; and population dynamics—fertility, mortality, migration and population change. Lecture course with a lab section. Mr. Liebowitz

[GG 215 Political Geography]

GG 220 Geographical Perspectives on the Middle East Fall
This course examines the Middle East and North Africa from a geographical perspective, with emphasis on environmental and historical underpinnings of the region, traditional patterns of cultural and ecological adaptation to aridity, the changing roles of city, village, and tribe under the impact of modernization, and structures of historical and contemporary political geography. Of special importance will be the development of the colonial and contemporary space-economies of the region.
Mr. Blank

GG 222 Geography of the Soviet Union Fall
This course will concentrate on contemporary Soviet society, analyzed in its spatial context. In cluded in our coverage will be the administrative structure of the state; the economic organization of space, which will include an historical overview of economic policy, the laws of socialist and Soviet development and agricultural policies; and a section on the demographics of a stratified multinational society, which will address the economic and political implication of policies intended to lessen some of the recognized demographic imbalances. Three (3) one-hour lectures, weekly discussion section. Mr. Liebowitz

GG 250 Physical Earth Processes Fall
Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 251 Geomorphic Processes Fall

An investigation of landforms that explores the nature and effects of surface processes—weathering, mass wasting, and erosion—on varied lithologic and tectonic frameworks. Field and laboratory work is focused on the role of glacial and fluvial processes in west central Vermont. 3 hrs. lect., 3 hrs. lab. (GG 250, GL 112, GL 161, or permission.) Mr. Schmidt

NE 252 Biogeography Spring

See Northern Studies listings for description. Mr. Howland

[GG 254 Weather and Climate]

GG 255 Surface Water Resources and Development Fall

An introduction to basic concepts in hydrology is used as a basis for evaluating important issues in water resource development; including dam operations in the Colorado River basin, the future of the Bureau of Reclamation, hydroelectric power and fisheries in the Pacific Northwest, the wild and scenic river system, and large dam construction in developing countries. Mr. Schmidt

[GG 260 Social Aspects of Environmental Issues]

[GL 290 Energy Fuels and Mineral Development]

GG 310 Cartography and Graphics Fall

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps, e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (Permission.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 320 Geographic Information Systems Spring

This course introduces the structure, concepts and application of geographic information systems (GIS)—computer-based systems designed to process large spatial data bases. In particular, the course will explore the ways in which geographic information systems can be used to analyze and display remote imagery, digital terrain models, resource inventories, and socioeconomic data bases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning will be investigated through a variety of applied exercises and problems. Two lectures, one 3 hr. lab per week. Mr. Churchill

GG 330 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial. Staff

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, urban, physical, and topics in Soviet geography. Seminar descriptions will be provided for each registration period.

[GG 411 Seminar in Economic Geography]

[GG 412 Seminar in Urban Geography: Women in the City]

GG 415 Seminar in Political Geography: Topics in World-System Analysis Fall

(Permission) Mr. Blank

GG 422 Seminar in Soviet Geography: Demographic and Nationality Issues Fall

(Permission) Mr. Liebowitz

[GG 450 Seminar in Physical Geography]

GG 500 Research in Geography Fall, Spring

Staff

GG 700 Senior Research Fall, Winter, Spring

Staff

*Foundations Course

GEOLOGY

Associate Professor: Raymond Coish (chair) *Assistant Professors:* Lucy Harding, Jack Schmidt *Visiting Instructor:* David Elbert, P. Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those stu-

dents who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science, especially petrology, tectonics and oceanography. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in geology, to industry, to a teaching career or to careers in business, law or architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), Elements of Oceanography (GL 161), and Global Tectonics (GL 170). These introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through either of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 170 is a designated Foundations course. GL 104 is a Foundations course designed for non-majors.

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. No specific course (except senior research) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. Work in the geologic sciences culminates in a two-unit senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science.

Requirements for the Geology Major: The program for a geology major shall consist of 11 courses within the department. These must include a 400-level course and 2 units of senior research-thesis, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in cognate sciences may be counted toward the 11-course requirement for the major.

Students planning to major in geology are required to complete four courses, (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Graduate schools require additional cognates. Students should consult with their advisers for selection of specific courses.

Departmental Honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the *College Handbook*.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 026 The Geologic Landscape Fall
Mr. Elbert, Mr. Schmidt

GL 101 National Parks Spring

Geologic principles and processes are illustrated by sedimentary strata, volcanoes, glaciers, and other features of our National Parks. One concern of the course, developed mostly in class, is the geologic evolution of western North America, as illustrated by the geology of a number of national parks. The second concern will be the focus of papers on the history, goals, and philosophy of maintaining a national park—how do we maintain the natural wilderness features while encouraging public access? Should mineral resources be developed in or next to national parks? This course is designed to meet the freshman writing requirement.

Ms. Harding

***GL 104 Earthquakes and Volcanoes** Spring

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for non-majors, this course deals with the two greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of

forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect. (Students who have completed GL 170 are not eligible to register for GL 104.) Mr. Coish

GL 112 Environmental Geology Spring

Geologic processes affect society and must be considered when making environmental decisions. This course uses discussion, lecture, lab and field format to introduce and come to a consensus on problems relating to soil erosion, ground and surface water, supply contamination of soils and water, floods, subsidence, landslides, earthquakes, volcanism, coastal erosion and energy sources. Six indoor labs study groundwater and environmental planning. Six field labs map the Bristol delta, the Weybridge Slump and part of Chipman Hill. 3 hrs. lect. and disc., 3 hrs. lab/field trips.

Mr. Schmidt

[GL 122 Context of a Modern Earth]

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab./field trips. Ms. Manley

***GL 170 Global Tectonics** Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab./field trips.

Mr. Coish

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce students to the fascinating geology of New England. Six field problems (combining class and lab time) to local areas are supported by lectures on classification and meaning of rocks. Emphasis on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (An introductory geology course.) Ms. Harding

GL 211 Mineralogy Fall

A course in the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X-ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X-ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (An introductory geology course.) Mr. Coish and Staff

[GL 222 Natural Resources of South Africa]

GG 251 Geomorphic Processes Fall

See Geography listings for description.

Mr. Schmidt

GG 255 Surface Water Resources and Development Spring

See Geography listings for description.

Mr. Schmidt

[GL 290 Energy Fuels and Mineral Development]

GL 321 Sedimentary Rocks Spring

An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs include methods in sedimentary basin analysis, sedimentary petrology and fossils. 3 hrs. lect., 3 hrs. lab. (One geology course.) Ms. Harding

GL 322 Igneous Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211.)

Mr. Coish

GL 332 Metamorphic Petrology Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. 3 hrs. lect., 3 hrs. lab. (GL 211.)

Mr. Elbert

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161, or GL 170.) Ms. Manley

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations: quantitative analysis and interpretation of deformation as seen on maps and aerial photographs: stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 3 hrs. lab./field trips. (A geology course or permission.) Mr. Elbert

GL 382 Geophysics Spring

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect. (PH 109 or permission.) Ms. Manley

GL 401–404 Seminars

These seminars provide experience at an advanced level in such areas as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. *A research seminar is required of all geology majors in their junior or senior year.* The seminars are open to others by permission.

[GL 401 Stratigraphy and Tectonics]

GL 402 Geochemistry Spring

An advanced course in the use of elemental analysis to interpret the origin of rocks. Literature survey of current geologic problems in geochemistry. Instruction in analytical techniques. (Permission.) Mr. Coish

GL 403 Mountain Systems—Structural and Thermal Evolution Spring

A seminar/field research course which focuses on the internal geometries, mechanics, kinematics and thermal histories of mountain systems. Emphasis will be on current problems related to the origin of the Adirondack and Green Mountains. (Permission.) Mr. Elbert

GL 404 Modern Processes Fall

The present as a key to the past, and the past as a key to the present. An advanced seminar on modern processes and the nature of change in the geological environment. Work includes field, laboratory and library research. (Permission.) Ms. Manley

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A two-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

*Foundations Course

GERMAN

Professors: Thomas Huber (chair), Kimberly Sparks, Van Horn Vail *Assistant Professor:* Helmut Liebel *Visiting Instructor:* Ursula Hardt (spring term) *Lecturer:* Constance Kenna (at Middlebury in Mainz) *Assistant:* Susanne Rudolf

Departmental students are normally expected to take eight courses above the 200 level. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend one or two semesters at the Johannes Gutenberg-Universität in Mainz.

Prerequisites for Study Abroad: For the program in Mainz at least two courses above GN 202. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year, but students returning from Mainz are expected to take a German course each semester.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course.

Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.)

Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Stylistics]

GN 305 The German Novelle I Spring

This course will investigate and analyze narrative German prose as it develops through the late 18th, the 19th and early 20th centuries. It will also function as a survey course examining several literary periods in the light of works that it produced. In addition to *Novellen, Romananfänge* (the beginning chapters of novels) will be studied, allowing the student meaningful access to highly significant works which the undergraduate would rarely ever read in German in their entirety (e.g., Goethe's *Wilhelm Meister*, Thomas Mann's *Der Zauberberg*, Kafka's *Der Prozess*). (Readings have no overlap with GN 306.) Mr. Vail

[GN 306 The German Novelle II]

[GN 307 The German Novelle III]

[GN 331 Introduction to the Literature of the German Democratic Republic]

[GN 333 Introduction to Contemporary German Prose Writers]

GN 334 Contemporary German Dramas Spring

Using exemplary plays of the Seventies and Eighties, students analyze the most recent developments of German drama with the focus on structure and dramatic forms. The distinction of modernism and postmodernism will be traced through detailed analyses of selected passages from the plays. In the course of this analysis, students are expected to acquire basic skills of critical work with plays. The discussion will focus on plays by Botho Strauß, Thomas Bernhard, Peter Handke, and Heiner Müller. Mr. Liebel

[GN 336 Vienna: fin de siècle]

GN 338 Utopias and Science Fiction in German Literature Fall

The evolution of German utopic literature represents the development of the image of men and women throughout the centuries. The course will focus on the intellectual and historical premises of utopic places and times from 18th century through most recent examples. Texts to be read include Klopstock's *Die deutsche Gelehrtenrepublik*, Hauptmann's *Die Insel der großen Mutter*, Hesse's *Das Glasperlenspiel*, Kasack's *Die Stadt hinter dem Strom*, and trivial Science Fiction texts. (Open to all students who have had GN 202 or a corresponding high score on the placement test.)

Mr. Liebel

[GN 353 The Image of North America in German Literature]

[GN 355 Georg Büchner]

GN 356 Short Story and Diaries—World War II and Reconstruction Spring

Students investigate the immediate subjective experience of World War II and its consequences on the German mind. Authors employing the then new format of the *short story* include Heinrich Böll, Wolfgang Borchert, Luise Rinse, Wolfdietrich Schnurre and Wolfgang Weyrauch. Readings will range from Luise Rinse's diaries and culminate with Heinrich Böll's *Die verlorene Ehre der Katharina Blum*, incl. the film version by Schlöndorff.

Ms. Hardt

GN 401 Emergence of German as a Literary Language Fall

From late Baroque up to and including *Sturm und Drang*. In addition to dealing with selected literary works (including *Simplizissimus, Minna von Barnhelm* and *Die Soldaten*) as objects interesting in themselves, the course will study these works as a background for the age of Goethe and Schiller. Contrasting material from other writers of the era (e.g. Gottsched) will build a mosaic of aspects of Enlightenment. (Open to all students who have had GN 202 or a corresponding high score on the placement test.) Mr. Huber

GN 402 Establishment of German as a Literary Language Spring

A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career and several plays, including *Faust I*. Some of Schiller's poems, essays and plays will be used to counterpoint Goethe's intellectual and artistic development. (Open to all students who have had GN 202 or its equivalent.) Mr. Huber

GN 406 Romanticism Fall

The course will provide the student with techniques for examining a period in depth. The emphasis will be on narrative forms. The course will give the student a basis from which to understand themes and forms as they are carried forward into the 20th century. (Open to all students who have had GN 202 or its equivalent.) Mr. Vail

[GN 410 German Lyric Poetry]

[GN 421 Modern German Drama]

[GN 422 Post World War II Drama]

[GN 439 Kafka and the Kafka Industry]

GN 500 Independent Study

GN 800 Honors Project

The Middlebury School in Germany

The Middlebury School in Germany is located in Mainz. It is open to all qualified students, and one need not be a German major to apply. Students interested in attending the program in their junior year should consult with the dean of the German School in the fall of their sophomore year.

The following courses were among those offered by Fachbereich 13 during the Wintersemester 1988–89. They serve as an example of the type of courses normally offered each semester. The bulk of students' work will be in the "Deutsches Institut," but juniors, especially those majoring in departments other than German, are encouraged to take one course in an area other than language and literature, such as history, political science, economics or art history.

LECTURE COURSES:
Descriptive Linguistics
German Lyrical Poetry
The Age of Classicism
The German Novel of the 19th and 20th Centuries
Theories of Art and Literature in Early Romanticism
German Literature between 1914 and 1933

PROSEMINARS:
Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

ADVANCED SEMINARS:
Modern German Comedy
German *Minnesang*
Theodor Fontane
Friedrich Dürrenmatt
German Literature in Exile
Goethe
Heinrich Heine

See also Division of Foreign Languages.

HISTORY

Professors: John Spencer (chair), Nicholas Clifford, Travis Jacobs (on leave all year), Marjorie Lamberti, John McCardell, Pardon Tillinghast *Kawashima Distinguished Visiting*

Professor of Japanese Studies: John Chew
Associate Professor: David Macey *Assistant Professors:* Barbara Bellows, Elizabeth Dore, Paul Monod, Don Wyatt (on leave all year)
Visiting Assistant Professor: Susan Gray
Visiting Instructor: James Ralph

The Department of History seeks to teach students to think and express themselves clearly orally and in writing and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Latin America, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge which students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary. Each major must take before graduation at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) a course in European history (including Russian); 4) a course in the history of Asia, Africa, or Latin America. At least one of the courses offered toward the major must cover a period before 1800. Normally in the junior year the student will take a reading course and a research seminar, both at the HI 400 level; students going abroad may postpone the reading course but not the research seminar until senior year.

Required for all History majors: At least twelve courses (winter term senior thesis study will be counted, and one other winter term History course may be counted) including: courses in the four groups, at least one course from the period before 1800, a reading course, a research seminar and a two-semester senior thesis. Students planning to spend all or part of the junior year abroad should consult with the department *before* the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules. With the permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted for credit towards a major in history.

Joint Major: A student who is a joint major in History and another department must offer a total of at least eight courses in History chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the three subfields, and one course must cover the period before 1800. Ultimately the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take both a reading and a writing seminar or equivalent (HI 500) and must complete a two-term thesis combining the skills of both major disciplines. The department believes that in many cases the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B (3.0) average in History Department courses and must have an oral examination on the senior thesis, HI 700, and receive at least a grade of B+.

International Major: At least four courses, including the Research Seminar (spring term) and course(s) on the country of study; normally four courses in history at a Middlebury School Abroad or an approved equivalent; two-semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401–419 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year. HI 500 cannot be used to fulfill the readings course requirement without prior permission of the chair.)

HI 420–429 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminar in order to fulfill this requirement; in this case he or she should register for HI 500. HI 500 projects in American history need permission to fulfill the research seminar requirement.

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 019 Love and Death in Western Europe 1500–1900 Fall
Mr. Monod

FS 024 Interpretations of the French Revolution Fall
Mr. Macey

FS 053 The City in American History Spring
Ms. Bellows

FOUNDATIONS COURSES

***HI 103 Individuals and Organizations** Fall

A consideration of four situations in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. Stress will be placed on how to use primary materials. The four blocks will be interspersed with readings that discuss the problem of just what kind of an intellectual activity history is. The course is not intended to prove any theory so much as to open students' minds to how people behaved, in specific situations, during the medieval and early modern periods in European history. No seniors will be permitted in the course. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. Tillinghast and Staff

***HI 104 European Revolutions** Spring

Revolutions have always attracted the attention of historians because they provide us with unique opportunities to study societies at a time of rapid and intense change and thereby to throw light on both old and new societies. This course will examine selected aspects of the English revolutions of the 17th century, the French revolutions of 1789, 1830, 1848 and 1871, and the Russian revolution of 1917 as well as the principal ideologist of revolution, Karl Marx. The goal will be to study not simply the role of specific individuals but also the underlying social, economic, and political structures and the perceptions, attitudes, and in general the cultural and mental world of the different social groups involved.
Mr. Macey and Staff

LECTURE COURSES

HI 203 United States History: 1492–1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will fulfill the freshman writing requirement.) Students receiving AP credit in American history may take HI 203 for credit. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. McCardell and Staff

HI 204 United States History: 1861–1960 Spring

An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may *not* take HI 204 for credit.
Ms. Bellows and Staff

[HI 214 Society and Culture in Western Europe: 1500–1800]

HI 215 History of Modern Europe: 1800–1900 Fall

A social and cultural history of Europe in the 19th century emphasizing the manifold changes that are called "modernization." The political upheavals, class conflicts, and ideologies of the age will be

studied in the wide context of society undergoing transformation. Going beyond the ruling elites and the middle class, the course examines also the inarticulate common people, the culture of the rural peasant family and the lives of urban working-class men and women. Ms. Lamberti

HI 216 History of Modern Europe: 1900–1968 Spring

A study of Europe in the 20th century concentrating on the origins and the impact of the First World War, the rise of fascist movements and the Nazi dictatorship, the Bolsheviks in power and the triumph of Stalinism, the outbreak of the Second World War, the effects of the peace settlement and the coming of the cold war, and Europe's economic recovery from the devastations of war and quest for unity. Ms. Lamberti

HI 226 Modern Africa Fall

Beginning with the European powers' scramble for African territory in the last quarter of the 19th century, this course analyzes the evolution and behavior of nation-states in sub-Saharan Africa, with particular emphasis on the post-1960 years of independence. Mr. Spencer

HI 235 Modern East Asia: 1750–1912 Fall

The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 236 Modern East Asia: 1912–Present Spring

The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 235, while helpful, is not a prerequisite to this course. Mr. Clifford

HI 238 Modern Middle East History Spring

An introduction to the history of the Middle East with an emphasis on the evolution of the Arab-Israeli confrontation. The course examines first the roots of the conflict in the Jewish diaspora, in the emergence of Islam and in the European intrusion into the Middle East. During the second half of the semester, the focus is on developments in the Middle East from the post-World War II period until today. Mr. Spencer

HI 247 Traditional Russia Spring

This course will examine the social, economic and political history of Russia focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite and Imperial periods and end with the reforms and "counterreforms" of the 1860s and 1880s and the rise of the revolutionary movement. Mr. Macey

HI 248 The Russian Revolution and the Soviet Regime Fall

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of this crisis, culminating in the Russian Revolutions of 1917. Subsequently, students follow the course of the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we know it. The course concludes with an examination of real and mythical crises facing the Soviet Union today and the emergence, under Gorbachev, of yet another state in that nation's ongoing revolution and struggle to modernize. Mr. Macey

[HI 285 Colonial Latin American History]

(Offered in 1990–91.)

HI 286 Modern Latin America Spring

This survey covers Latin America in the 19th and 20th centuries, with emphasis on Spanish-speaking South and Central America. The course focuses on: 1) the emergence of nation-states, 2) barriers to the development of capitalism in agriculture and industry, 3) forms of social mobilization and exclusion of Blacks, Indians, women, and the working classes, 4) the experiences of populist socialist and authoritarian movements, and 5) the economic and social crisis of the 1970s and 1980s. Historical examples will be drawn primarily from Chile, Peru, Guatemala, Cuba, Argentina, and Nicaragua. Ms. Dore

HI 287 Central America: The Struggle for Change Fall

The objective of this course is to develop an understanding of the political, social, and economic crisis of Central America by studying the region in historical perspective. We will examine the stagnation and transformation of the countries of the

region from the nineteenth century to the present. Our analysis will focus on the nature of the land tenure systems, the historic rivalry of the Liberal and Conservative parties, the consolidation of despotic regimes, the impact of U.S. intervention, and the nationalist, populist, and revolutionary struggles that are sweeping the region.

Ms. Dore

[HI 331 Imperial China]
(Offered in 1990–91.)

[HI 332 Modern China]

[HI 333 Chinese Intellectual History]
(Offered in 1990–91.)

HI/JA 335 Traditional Japan Fall
The course will be a general survey of society and culture of Japan from the earliest times to the fall of the Tokugawa Shogunate. There will be readings in a variety of primary source materials in translation, literary as well as purely historical.Mr. Chew

HI/JA 336 Modern Japan Spring
The emergence of Japan as a modern nation, the social dimensions of industrialization, political opposition and party conflict, the expansion and decline of the Japanese colonial empire, and the remarkable economic advance on the world market following World War II. Mr. Chew

HI 339 History of Southern Africa Spring
Few parts of the world today are as volatile as Southern Africa. The aim of this course is to give students an understanding of the origins and development of the explosive situation there through an historical examination of its unique mix of cultural, economic, political and social factors. The period covered is from before the arrival of the Europeans to today. Mr. Spencer

HI 341 The Civilization of the Dark Ages Winter
Western Europe from the 5th to the 11th centuries. This was a barbaric world, shot through with memories of former grandeur, but with little to hope for from the future. In view of this outlook, its achievements were astonishing. This course will be offered during winter term 1990.

Mr. Tillinghast

HI 342 The Medieval Outlook, 1050–1300 Spring
During the 11th century, something happened to the peoples in Western Europe: an outburst of energy in every field transformed them within 200 years from semi-barbarians into members of an alert and driving group of cultures. Then the advances began to slow down. The course will try to find out why. Mr. Tillinghast

[HI 343 Europe in the Renaissance]

[HI 344 The Reformation]

[HI 346 History of France: 1750–1940]

HI 349 History of Germany from 1648 to the Twentieth Century Fall
The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites and to Germany's bid for world power leading to the outbreak of the First World War.

Ms. Lamberti

[HI 353 British History: 1603–1815]

HI 354 British History: 1815–1979 Spring
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. Decades of war and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post-war Britain. Today, with her empire gone, her industry spent, Britain continues to provide a warning and an example to the rest of the world. Mr. Monod

HI 361 Colonial America Fall
This course will cover the period from the first settlements to 1763 and will focus upon the efforts to transplant European institutions to the New World and the evolution of the American culture. Special emphasis will be placed upon colonial religion and social structure (especially the New England community and family), origins of Southern slavery, conflicts over political authority and the early developments in republican and Revolutionary ideology. Ms. Gray

HI 362 Revolutionary America: 1763–1800 Spring
A study of the origins, progress, and significance of the American Revolution, emphasizing the disruption of the balance of empire, the ideology of revolution, the framing of new governments, and the first decade of nationhood under the Constitution. Ms. Gray

HI 363 Jeffersonian and Jacksonian America: 1800–1848 Fall

A close study of the so-called "Middle Period" of American History from the "Revolution of 1800" to the Mexican War. The course will examine the major themes of the period—political democracy, economic diversification, social reform, intellectual ferment, and territorial expansion—as parts of an evolving sense of American nationalism.

Mr. McCardell

HI 364 Civil War and Reconstruction: 1845–1890 Fall

A close study of the impact of sectional conflict on American political, social, economic, and intellectual life. The course will emphasize and attempt to explain both the transforming nature of the war and the limits of reconstruction.

Ms. Bellows

[HI 365 Victorian America: 1877–1919]

[HI 366 The American Frontier: 1787–1892]

[HI 367 Twentieth Century America: 1920–1948]

(To be offered 1990–91.)

[HI 368 Twentieth Century America: 1948–Present]

(To be offered 1990–91.)

HI 371 Black History Fall

An examination of the Black experience in America. The nature of slavery and freedom, the significance of migration and urbanization, and the various strategies employed by Blacks to gain equality and a sense of identity throughout American history will give general focus to the course. The social, economic and political structure of a black community in an urban and a rural environment will receive close attention. Ms. Bellows

HI 372 Progressivism, War, and Prosperity: America from 1900 to 1929 Spring

An examination of the rise of modern America. This course will explore in detail the complex nature of Progressive reform, the impact of World War I on American society, and the effect of 1920s prosperity on American life. Mr. Ralph

READING COURSES

HI 403 Themes in Modern European History Fall

This seminar will concentrate on three major topics in modern Western European history. First, we will examine whether the French Revolution of 1789–94 should be explained as an explosion of class conflict or as a shift in political culture. Our second topic will be the working-class experience of industrialization in Britain before 1850; how fast was the pace of industrial growth, and did it result in a class-conscious radicalism? Finally, we will discuss the transformation of European cultural values between 1820 and 1900, when attitudes towards art, religion, marriage, sex, even odours, altered markedly. The course aims at familiarizing students with the themes and methods of recent research. By comparing arguments and interpretations, we will try to reach a better understanding of how history is written. The course is also designed to help in finding research topics for students who are planning to major in European history.

Mr. Monod

[HI 404 The Soviet Union]

HI 405 Protest and Collective Action in American History Fall

This seminar explores the protest impulse in American history. Three major episodes of mass protest will receive special attention: the American Revolution, the Populist revolt, and the modern civil rights movement. Emphasis will be placed on: evaluating different approaches to the study of collective action; understanding the social, political, and cultural contexts from which protest movements developed; and uncovering what protest movements reveal about the nature of American society and politics. Mr. Ralph

[HI 405A The Roosevelt Era and Its Legacy]

[HI 405B Life and Labor in the Old South]

HI 406 History of American Women Spring

This seminar examines through intensive readings women's roles in generating and in responding to fundamental social, economic, political, and cultural changes in American life from the colonial period to the present. Perspectives of race and class inform the selection of readings. The course presents chronologically major historiographic issues in the study of American women that treat the nature of women's work, its social and cultural valuation, and the reform impulse stimulated by contemporary critiques of that work. Ms. Gray

HI 407 Readings in African History Fall

A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Joseph Conrad, J. M. Coetzee, Nadine Gordimer, Sembene Ousman, and Ngugi wa Thiongo. Mr. Spencer

HI 409 Revolution and Rebellion in Modern China Spring

The course will examine various protest movements from the late nineteenth century to the present: against dynastic rule, against the foreign presence, and against the Nationalists. There will be a particular focus on the development of communism in China, examining the appeal of Marxism to Chinese intellectuals, communism in practice since 1949, culminating in the Great Proletarian Cultural Revolution, and some of the changes that have taken place in more recent years.

Mr. Clifford

HI 410 Constructing Latin American Women's History Fall

Women's subordination is an historical construct that changes in form and content over time, in varying cultural settings, and for different social classes. This seminar will examine the transformations of gender relations in Latin America from the pre-Colombian Empires to the present, emphasizing recent history. We will work in the interstices between history and theory by examining the changing nature of patriarchy in Latin American societies and the construction of gender roles, both female and male. We will study the effects on women of different classes, races, and cultures of agrarian transition and industrialization, revolution and reaction, and the current economic, social, and political crises of Latin American societies.

Ms. Dore

HI 411 The Historical Roots of the Central American Crisis Spring

The focus of this seminar is the historical development of the countries of Central America from the colonial period to the present. Among the issues that we will examine are: 1) Central American society under Spanish rule, 2) independence and federation, 3) the historic Liberal-Conservative discord, 4) the nature of reactionary despotism and militarism, 5) the causes of U.S. intervention, and 6) the development of the revolutionary struggles that are sweeping the region. Ms. Dore

[HI 413 Topics in Modern European History]

RESEARCH SEMINARS

HI 420 Writing and Research in European History Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). During the fall semester, HI 500 may be taken by students going abroad for the spring term.

Mr. Monod

HI 422 Writing and Research in American History Fall, Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. Staff

HI 424 Writing and Research in Non-Western History: Imperialism Spring

A seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and the Middle East as the most probable foci.

Mr. Spencer

HI 426/EA 400 Writing and Research: East Asia Fall

The course will concentrate on modern Asian history, particularly that of China and Japan, including Asia's relations with the rest of the world. Its primary purpose is to develop skills in research and writing, and the main work of the course will be the writing of a paper, on subjects chosen by the individual participants, using—insofar as possible—primary sources, in original languages or in translation. Mr. Clifford

HI 428 Writing and Research in Latin American and Caribbean History Spring

This seminar emphasizes theory, methodology, and writing in Latin American and Caribbean history. Students will select research topics from the broad range of the past and present in Latin America and the Caribbean. All students will write and submit a research paper based, as far as possible, on primary source materials. HI 500 may be taken by students going abroad for the spring term.

Ms. Dore

HI 500 Special Research Projects Fall, Spring

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission.)

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship (Permission.) Fall, Spring

*Foundations Course

INTERNATIONAL MAJOR

Adviser: Edward C. Knox (Director of the Language Schools)

This is a major in an area other than a language or literature, and includes advanced courses taken in the discipline at one of the Middlebury Schools Abroad (France, Germany, Italy, Soviet Union and Spain) or an approved equivalent. See above, *Programs with Majors* and individual department descriptions.

INTERNATIONAL POLITICS AND ECONOMICS

Director: John Weeks (Professor of International Politics and Economics)

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The course of study includes extensive course work in political science and economics with an emphasis on international issues, a year or term of overseas study in a foreign language, and senior seminar work in political science and economics. Completion of the major also satisfies the requirements for a concentration.

Requirements for the Major. Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad. One statistics course is strongly advised (EC 210 or equivalent).

A. *Four Courses in Political Science or Cognate Fields:*
Required (should be completed before the end of the sophomore year):

PS 101 Introduction to Political Science, *or
***PS 103 Patterns of Government: Introduction to Comparative Politics**
***PS 107 Politics and the Studies of Politics**
PS 201 International Politics, *or
***PS 311 American Foreign Policy**

Two additional courses dealing with the student's regional concentration may be taken in anthropology, economics, geography, history, political science, or some combination of these departments.

B. *The following two courses are required:*

EC 150 Macroeconomics
EC 155 Microeconomics

Two of the following three courses must be taken:

***EC 210 Economic Statistics**
***EC 350 Macroeconomic Theory**
***EC 355 Microeconomic Theory**

C. *Year or Term of Study Abroad.* This requirement normally will be completed at one of the Middlebury language schools, or in the approved Chinese or Japanese programs. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students in International Politics and Economics must complete their normal standard linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad whenever it is feasible.

D. *A Seminar in Political Science and a Seminar in Economics Chosen from the list below.* Majors are required to use the foreign language studied abroad in their seminar research, and to complete projects that combine political and economic issues.

PS 404 The Global Political Economy
PS 405 Seminar on the Causes of War
PS 406 Seminar in Comparative Politics: Western Europe
PS 408 Seminar on United States–Soviet Relations
PS 414 Seminar in Comparative Politics: Soviet Union and Eastern Europe
PS 415 Seminar in Latin American Politics: Change and Development
PS 430 Seminar on United States–Asia Relations
EC 420 Economic Development of Latin America
EC 421 Economic Development of Africa
EC 435 Modern European Socialist Economic Thought
EC 440 International Trade
EC 445 International Finance

Honors. Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Entry to honors requires at least a B+ average in IPE courses. Honors candidates must submit a thesis proposal to one of the program directors prior to the term in which the thesis work is to begin. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term, or a regular term plus a winter term. After an oral examination of the thesis, honors are conferred or denied on the basis of the grade achieved on the thesis and the average grade received in other Middlebury courses within the major. Honors may also be obtained by substantial extension of work done in senior seminars.

ITALIAN

Associate Professor: Ugo Skubikowski (chair)
Assistant Professors: Fabio Girelli-Carasi (on leave all year), Patricia Zupan *Visiting Assistant Professor:* Franco Ricci

The Italian major at Middlebury, offered under the department of Spanish/Italian, recognizes the students' desire and need to *use* a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. The two-year language sequence is therefore designed to make students eligible to participate in our School in Florence, where they will use Italian to study not only literature, but courses which include art history, political science, history, economics, linguistics and others. The School in Florence makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in a variety of disciplines.

For those who prefer to remain on campus in their junior year, we offer survey courses in major literary figures, movements, and periods, and in modern culture. Senior Seminar credit may be obtained through 400-level courses. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: The Italian major requires a total of not fewer than eleven units beyond IT 101–102, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. Seniors are expected to enroll in one advanced course in each semester of their senior year (including Senior Seminar credit). All majors are expected to spend the full year at the School in Florence. To apply for the Junior Year in Florence, a student must complete IT 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, preparation in Italian is insufficient. The academic year in Florence begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede,* and choose as many as two electives from the regular course offerings at the University of Florence. They also have the option of enrolling in one of the courses offered by Smith College, with which we have a cooperative agreement. Juniors may enroll for both the fall and spring semesters at the *Sede* and audit classes at the university if they so desire. N.B. Students who enroll in the School in Florence for the full year may transfer a maximum of 7 units towards the Italian major. One semester juniors may transfer a maximum of 4 units.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 101–102, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Florence, either during the fall or spring semester.

Senior Work: All majors are required to enroll in a course for which they will receive senior seminar credit. The requirement may be fulfilled by enrolling in a 400-level course offered by the department for IT 750 credit. In the latter case, students must consult with their advisers to determine which course would be most appropriate. Normal expectations for senior work include a research paper of no less than twenty pages.

Honors: See description under IT 755, below.

ITALIAN SCHOOL IN FLORENCE

The following is a representative list of courses offered in the last few years for Juniors in the Middlebury Florence program:

History of Contemporary Italy
19th and 20th Century Italian Literature
Art in Tuscany before the Renaissance

Introduction to the High Renaissance and Mannerism
Patterns and Problems of Renaissance Literature
The Cinema of Luchino Visconti
Language Analysis and Practice
Advanced Grammar and Composition
Ten Golden Years of Italian Cinema
The Cinema of Pasolini and Bertolucci

Full year juniors may elect to take courses at the University of Florence, where a wide variety of courses is offered. Listed below are some courses in which Middlebury students have enrolled:

History of Traditional Italian Narrative
Italian Political System
Art in Tuscany 15th to 17th Century
Renaissance Theatre
The Cinema of Roberto Rossellini
Philology: Dante

IT 101 Intensive Beginning Italian Fall
An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table.
Mr. Skubikowski, Ms. Zupan

IT 102/WT Intensive Beginning Italian Winter
A continuation of IT 101, required for enrolling IT 102. Mr. Ricci, Ms. Zupan

IT 102 Intensive Beginning Italian Spring
Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (IT 101 or equivalent.) Students continue to participate in the Italian table. Mr. Skubikowski

IT 251 Intermediate Italian: An Introduction to Contemporary Italy Fall
A review of the structure and vocabulary of Italian in the context of an introduction to contemporary Italian civilization. Conversation and compositions will be based on readings selected from Italian newspapers, news magazines, essays, and literature. (IT 102 or equivalent.)
Mr. Ricci

IT 252 Advanced Italian: Readings in Contemporary Prose Spring
Readings in modern and contemporary literature, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (IT 251 or equivalent.) Mr. Ricci

[IT 275 Self-Expression in Italian]

***IT 290 Dante (in English)** Spring
An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature.
Ms. Zupan

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall
This course acquaints students with the major 19th and 20th century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. Authors to be considered will include: Verga, Pascoli, Montale, Pirandello, Ginzburg, Bassani. Ms. Zupan

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo Spring
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch. Mr. Skubikowski

IT 459 Modern Italian Literature and Culture Fall
An introduction to the major currents in 20th century Italian fiction, non-fiction, and poetry. A close examination of texts by traditional means will be accompanied by the use of newer critical methodologies where appropriate. Particular emphasis will be given to the post-World War II period. Discussions of social-political history and literary-aesthetic movements will accompany the readings. Authors include Palazzeschi, Moravia, Pavese, Calvino, Vittorini, Pasolini. Critical readings include Corti, Segre, Gramsci, Eco. Mr. Ricci

IT 490 Dante in Italian Spring

Beginning with Augustine's *Confessions* as the model for Dante's later poetry of conversion, we will establish the historical context of twelfth- and thirteenth-century Italy, introducing poetic works of da Lentini, Guinizelli, Cavalcanti, and the pre-Commedic Dante, including the *Vita nuova*. Leading to our reading of the *Inferno*, we will read and discuss relevant portions of Virgil's *Aeneid*.

Students will be required to present brief oral reports in Italian. Several short papers in Italian will be required, and a research paper will present an overview of twentieth-century criticism of a canto in the *Inferno* as well as an educated individual interpretation based on this research.

Ms. Zupan

IT 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

IT 750 Senior Seminar

IT 755 Seniors Honors Project Spring

I. **Honors Thesis for Italian majors**
Requirements:
1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in Italian at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1st.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1st.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

II. **Written Comprehensive Examinations for Italian majors**
A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.
B. The Examination:
1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.
2. The student must submit a request to the adviser by November 1st. The student will then discuss with the adviser a plan of study consisting of the following: a discussion of the reading list, a reading schedule, and a schedule of meetings with the adviser and/or other department members, according to the latter's specializations.
3. The written exam will be taken on or before April 15. Each department member will submit a question according to his/her specialization.
4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on the grade. In case of a discrepancy, a third reader will offer an opinion.
5. In case of failure on the Comprehensive Examination, the student may receive credit for IT 500, contingent upon the approval of both readers and the chair or section head.

See also Division of Foreign Languages.

*Foundations Course

JAPANESE

Professor: Hiroshi Miyaji *Kawashima Distinguished Visiting Professor of Japanese Studies:* John Chew *Associate Professor:* Nobuo Ogawa *Instructors:* Linda K. Keenan *Assistant:* Azusa Tamura

The Japanese program offers training at four levels in modern Japanese (Tokyo common/standard speech). This language sequence is designed to help students in various disciplines acquire basic communication skills in Japanese for the achievement of their academic and career goals. Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese Program offers courses on Japanese literature in English translation. These literature courses are open to all interested students. Courses on Japan offered in other departments may be found listed under the East Asian Studies major.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English-language courses on Japan in the various disciplines as well as Japanese language training. Students may also accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese Program chair before registration for the fall semester of the sophomore year.

At this time, the Program does not offer a major. Japanese students may, however, major in the interdisciplinary East Asian Studies Program or major in one of the disciplines with a concentration in Japanese.

FRESHMAN SEMINARS

See Freshman Seminars for description of the following course.

FS 005 Windows on Japan Fall
Ms. Keenan

LANGUAGE COURSES

JA 101 Beginning Japanese Fall
An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audio-visual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Staff

JA 102/WT Beginning Japanese Winter
(JA 101.) Staff

JA 102 Beginning Japanese Spring
A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. (JA 102/WT.) Staff

JA 201 Intermediate Japanese Fall
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read non-technical materials at reasonable speed with the use of the dictionary and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 102 or equivalent.) Staff

JA 202 Intermediate Japanese Spring
Continuation of JA 201. (JA 201 or equivalent.) Staff

JA 301 Advanced Japanese Fall
The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audio-visual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent.) Staff

JA 302 Advanced Japanese Spring
Continuation of JA 301. (JA 301 or equivalent.) Staff

JA/HI 335 Traditional Japan Fall
(See History department listings for description.) Mr. Chew

JA/HI 336 Modern Japan Spring
(See History department listings for description.) Mr. Chew

JA 401 and 402 Advanced Reading Fall and Spring
Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent.) Staff

LITERATURE COURSES

JA 216 Traditional Japanese Literature in Translation Fall
An approach to the rich diversity of the Japanese tradition through its major literary genres. Representative works of pre-Meiji Japan will be read in translation. Particular attention will be given to the prevailing themes of aristocratic, warrior, and townsman cultures, which dominated by turn the literary and other artistic expressions of premodern Japan. Ms. Keenan

JA 220 The Novel and the Novelist in Modern Japan Spring
In a culture where "the nail that sticks up gets hammered down," where the individual tends to suppress his own feelings for the sake of group harmony, what is the place of the Japanese novelist—whose work often displays scant regard for social convention? The lives, works, and themes of such major 20th-century writers as Natsume Soseki, Shiga Naoya, Tanizaki Jun'ichiro and Kawabata Yasunari will be considered in depth, through English translations of their works.
Ms. Keenan

LINGUISTICS

See Foreign Languages Division listings for descriptions of courses in Linguistics.

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The overall design of the program is simple. Each literary studies major is required to take a total of fifteen courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he or she will be prepared to discuss at some length:

Homer	Calderón	Lǔ Xùn
Aeschylus	Lope de Vega	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirse de Molina	Cáo Xǔeqin	Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program this year.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such

specialization will be determined by the Program Committee—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, he or she could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered.

HISTORICAL

***CL 150**	**The Ancient Epic**	Fall
***CL 152**	**Greek Tragedy**	Spring
***RE 110**	**Foundations of Western Religious Life and Thought**	Spring
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

[*EL 112	**Mythologies Timeless and Timely, Traditional and Contemporary]**
CS/LS 260	**Introduction to Literary Theory and Criticism**

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee—where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available).

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) A five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the

basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay—to be administered by two examiners, one from each division—will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.).

LS/CS 260 Introduction to Literary Theory and Criticism Fall

This course is also listed as CS 260. See Chinese listings for description. Mr. Berninghausen

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the senior comprehensive examinations.
Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the senior comprehensive examinations.
Mr. Donadio

LS 705 Senior Colloquium Fall

Intensive reading in major texts ranging from the period of antiquity through the 20th century. This semester the works to be considered are Homer, *The Odyssey*; Dante, *The Inferno*; Cervantes, *Don Quixote*; Tolstoy, *War and Peace*; Dostoevsky, *The Brothers Karamazov*; Kafka, *The Trial*; Joyce, *Ulysses*; Borges, *Ficciones*. Mr. Donadio

LS 710 Senior Honors Essay Spring

*Foundations Course

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson (on leave all year), Robert Martin (chair), Michael Olinick, Bruce Peterson *Associate Professor:* Peter Andrews *Assistant Professors:* Priscilla Bremser, Matthew Dickerson, David Dorman (on leave all year), Claudia Henrion (on leave spring term), William Peterson, Peter Schumer, Julie Simon *Visiting Instructors:* Janine Clookey (on leave all year), Barbara Merz

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects,
2. Those who need mathematics or computer science as an integral part of the chosen major or concentration,
3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications, and
4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. CX 103 is a less intensive introduction to computers than CX

213, designed for students outside the Natural Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. NS 128 is a foundations course in cryptology that may also be of interest to our students. In addition to this group of introductory courses, the Department regularly offers a winter term course designed to provide the material, usually encountered in the high school curriculum, that is a prerequisite for the study of calculus. Students who elect this winter term course typically elect MA 112 in the following semester.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an adviser, in order best to fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics.

Requirements for Mathematics majors: MA 113, 200, 201, 203, 302 and 401, CX 213, four MA electives at the 200 level or above, and MA 704 in the senior year.

Requirements for Computer Science majors: CX 213, 214, 223, and MA 205; one theory course chosen from CX 421 and 423; two systems courses chosen from CX 341, 343, and 345; two applications courses chosen from CX 322, 326, and 328; two mathematics courses chosen from MA 113, MA 200, and MA 228; and CX 704 in the senior year.

Honors program: A student who wishes to be considered for Departmental Honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with their adviser as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for freshmen whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 213 or CX 214. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their adviser to use this course as one of the required electives.

Joint majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The mathematics component of a joint major requires the following courses:

MA 113, 200, 201, 203
One course from MA 302 and 401
One MA elective at the 200 level or higher
One MA elective at the 300 level or higher
MA 704

The computer science component of a joint major requires:

CX 213, 214, 223
MA 205
One course from CX 421 and 423
One course from CX 341, 343, and 345
One course from CX 322, 326, and 328
CX 704

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of the freshman year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 015 The Game of Go Fall
Mr. Schumer

FS 056 Understanding Changing Systems Spring
Mr. Olinick

FS 034/MA 240 History of Mathematics Fall
Ms. Henrion
(See MA240 for course description.)

MATHEMATICS COURSES

[*MA 105 Finite Mathematics: Probability, Matrices, and Programming]

***MA 106 Introduction to Statistical Science** Spring

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. (MA 105 or MA 112, or permission.) 3 hrs. lect., 1 hr. computer lab. Mr. W. Peterson

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus. The differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates; the indefinite and definite integral, area under a curve, Fundamental Theorem of Calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, the course assumes no prior introduction to the topics listed. Staff

MA 113 Calculus II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission.) Staff

[MA 127 Elementary Computer Simulation]

(Offered in Spring 1991.)

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.)

Ms. Bremser, Mr. Andrews

MA 201 Multivariable Calculus Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Ms. Simon

MA 203 Topics in Linear Algebra and Differential Equations Spring

A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The Spectral Theorem, Positive Matrices, the Cayley-Hamilton Theorem. Ordinary differential equations of arbitrary order, systems of first order differential equations, power series and eigenvalue methods of solution. Applications. Ms. Simon

MA 205 Discrete Mathematics Fall

This course examines a range of subjects which have important applications in both mathematics and computer science. Topics include: sets, functions and relations; proof techniques including mathematical induction and diagonal arguments; partial orders, lattices, graphs and trees; boolean algebras; finite automata, languages and grammars. Mr. Dickerson

***MA 227 Set Theory** Fall

This course will begin with a review of the basic facts of union, intersection and complementation of sets. We will also study functions, equivalence relations, and orderings in the context of set theory. The main effort will be the study of ordinal numbers, cardinal numbers, the axiom of choice and transfinite induction. (MA 113 or permission.) Ms. Henrion

[MA 228 Mathematical Logic]

(Offered in Fall 1990.)

MA 240/FS 034 History of Mathematics Spring

This course will consider the history of mathematics from three perspectives. The first part will focus on the people who do mathematics. In examining biographies of mathematicians we will consider who does mathematics and why, and the social structures that support mathematics. The second part will explore how different cultures give rise to different kinds of mathematics. Is Chinese mathematics different from European mathematics? What is the relationship between African mathematics and that of Islamic cultures? In the third part of the course we will consider the evolution of particular fields of mathematics such as geometry, logic, and number theory. Prerequisite MA 113 or permission. Ms. Henrion

MA 302 Abstract Algebra I Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission.) Ms. Bremser

MA 310 Probability Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 200.) Mr. W. Peterson

MA 311 Statistics Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearson Lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310.) Mr. W. Peterson

[MA 315 Mathematical Models in the Social, Life and Management Sciences]

(Offered in Fall 1990.)

[MA 318 Operations Research]

(Offered in Spring 1991.)

[MA 321 Elementary Number Theory]

(Offered in Spring 1991.)

[MA 324 Numerical Analysis]

[MA 343 Principles of Compiler Design]

MA 401 Advanced Calculus Fall

An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 201 and MA 203.) Mr. Olinick

MA 403 Abstract Algebra II Spring

A study of the theory of fields. Algebraic extension, algebraically closed fields, finite fields, Galois theory, solvability of polynomial equations by radicals, classic constructability problems. Other topics may include the classical groups, elementary algebraic number theory or algebraic curve theory. (MA 302, or permission from the instructor.) Mr. Schumer

MA 411 Elementary Topology Spring

An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan Curve Theorem. Students are responsible for discovering and presenting proofs or counterexamples for all proposed theorems. (MA 201 or permission.) Mr. Olinick

[MA 431 Complex Analysis]

(Offered in 1990–91.)

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Ms. Henrion, Mr. Dickerson

COMPUTER SCIENCE COURSES

***CX 103 Introduction to Computers** Fall, Spring

An introduction to computers for those interested in acquiring elementary computer literacy. Exploration of both positive and negative aspects of computers in our society. Emphasis on contemporary uses of computers, especially microcomputers, in such areas as word processing, spreadsheet applications, data bases, and use of graphics. Introduction to programming in BASIC and Pascal, with emphasis on problem solving, development of algorithms, and structured programming. Ms. Merz

CX 213 Computer Science I Fall, Spring

An introduction to the fundamental questions, concepts and techniques of computer science. Attention will be focused on the design and implemen-

tation of efficient algorithms for the manipulation of information and the solution of both numerical and nonnumerical problems on a computer. Students will be introduced to programming in a modern high-level computer language such as Pascal or Modula-2. This course provides a foundation for further studies in computer science. (MA 112 is recommended, but not required.)
Mr. Andrews, Mr. Dickerson

CX 214 Computer Science II Fall, Spring

A second course in computer science stressing ideas and structures helpful in designing algorithms for solving large, complex problems. An introduction to modularity and the abstract data type. Time will be spent studying various data structures such as stacks, queues, lists and trees along with various implementations and applications of them. (CX 213.) Mr. Martin, Mr. Andrews

CX 223 Computer Systems and Assembly Language Programming Spring

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214.)
Mr. Martin

CX 322 Geometry and Computer Graphics Fall

The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (MA 201 and at least one course in structured programming.)
Mr. Martin

CX 326 Artificial Intelligence Spring

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. Will alternate with CX 322. (CX 213.)
Mr. Martin

[CX 328 Advanced Topics in Cryptology]
(Offered in Fall 1990.)

[CX 341 Operating Systems]
(Offered in Spring 1991.)

CX 345 Programming Languages Fall

Systematic approach to concepts and features of programming languages. Topics include imperative and functional languages, data types, control structures, run-time organization, program correctness, program environments. (CX 214.) Mr. Andrews

CX 421 Theory of Computation Fall

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP-completeness. (MA 214.) Mr. Dickerson

CX 423 Algorithms and Complexity Spring

The theory of the design and analysis of algorithms covering topics such as: The complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (CX 214.) Mr. Dickerson

CX 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advance standing. (Permission.) Staff

CX 704 Senior Seminar Fall, Spring

Same format as MA 704, and meets with MA 704, but student's paper will be in some area of computer science. Mr. Martin, Mr. Dickerson

*Foundations Course

MUSIC

Professor: George Todd (chair) *Assistant Professors:* Susan Cook (on leave all year), James Grant, Gregory Vitercik *Visiting Assistant Professor:* Christine Smith

Organist and Choir Director, Fletcher Professor of the Arts: Emory Fanning

The Music department offers courses in theory, history, composition and performance. Majors are required to take MU 209–210, MU 311–312, MU 220, MU 221 or MU 201, MU 260 or 261 or 306 or 307, MU 390, four 200-level or above elective courses plus one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for three semesters in departmental ensembles: Choir, Orchestra, Contemporary Music Ensemble, Sound Investment or other approved Chamber Ensembles.

Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be granted Honors. A− in senior work and at least A− overall average, High Honors. A in senior work, A in overall average, Highest Honors.

***MU 101 Introduction to Musical Styles** Fall

This course is designed to provide the broadest introduction to the experience of music. Within this broad framework, a number of musical issues and topics—technical, social, formal, theoretical—will be addressed. No attempt will be made to provide an historical interpretation of western music, although historical elements will be discussed when relevant to other issues. Western art and concert music will be the focal point, but examples from popular, folk, and non-western traditions will be presented as well. Ability to read music is not expected. Ms. Smith

MU 110 Basic Musicianship Skills Spring

This course is a comprehensive, introductory musicianship course in which the study of musical materials is combined with applied music lessons, the fees for which are waived. The course begins with pitch and rhythmic notation and leads to a thorough grounding in basic music theory. As the course progresses, students will compose simple pieces and learn to discuss the elements of music presented in works from a broad range of styles and periods. In addition, exercises in ear training, sight-singing and rhythmic patterns will complement the written work. Ms. Smith

[MU 201 Music in our Time: People, Places, Decades]

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. Staff

MU 209 Music I Fall

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. Applied music lessons are required. Fees will be waived. Students with no instrumental skills or theory should take MU 110. Required of majors. Mr. Todd, Mr. Vitercik

MU 210 Music II Spring

Continuation of Music I. Required of majors. Mr. Grant, Mr. Todd

MU 220 Survey of Music History Fall

A chronological survey of the history of Western music, from the earliest written music through the middle of the 18th century. It includes the music of ancient Greece, Gregorian chant, troubadour song, and music of the Middle Ages, the Renaissance and the Baroque. Among the composers discussed are Josquin Desprez, Palestrina, Vivaldi, Bach, and Handel. Analysis of the music of a given era will be supplemented by consideration of the ways in which music and other arts reflect the history and culture of their times. Ability to read music strongly recommended. Ms. Smith

MU 221 Survey of Music History Spring

This course is the second semester of the department's two-semester history of western art music and covers the music of the preclassic age of J.S. Bach's sons through the music of our century. The approach of the course is both historical and cultural, as we'll continually try to see how music reflects its age and the concerns of the composer and the audience. Though intended as a course for serious music students, all students are welcome provided they have had some prior musical experience such as MU 101, MU 110, or MU 209 or have the ability to read music. MU 220 is not a prerequisite. Ms. Smith

MU 250 Introduction to Music Through Electroacoustics Fall

The underlying assumption of this introductory course is that music and technology can illuminate each other. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Com-

puter Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. No computer or musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Music Composition. Mr. Todd

MU 260 Making Music: Issues and Ideas Fall

This course is designed for performers of all styles, abilities and orientations of music. Featuring performances, presentations and coaching by members of Middlebury's Applied Music Faculty. MU 260 explores the making of music from the perspective of composer, performer, and listener. In addition to completing the required coursework, students will form ensembles and organize performances on and off campus during the semester. Prerequisite: playing proficiency on a musical instrument and the ability to read music, or permission of instructor. Mr. Grant

MU 261 Vocal Repertory Spring

This course is intended for singers and accompanists. Through performance and coaching, class presentations, written work, and readings in history, criticism, and analysis, the course will examine the art—song and operatic repertory, focusing on issues of interpretation, performance, and preparation of recital programs. (Permission.) Mr. Vitercik

MU 306 Performance Class Fall

This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on and off campus. Mr. Fanning

MU 307 Performance Class Spring

Continuation of MU 306. Mr. Fanning

MU 309 Music III Fall

This advanced composition course will meet in weekly seminars and private tutorials. We shall analyze techniques of major 20th century composers and their schools, for instance, Schoenberg and Serialism; Cage and Aleatoricism; Reich and Minimalism; The Polish School of Penderecki and Lutoslawski. Each student will compose short pieces "in the style of" as well as one larger-scale work to be presented on a concert at the end of the semester by members of the Applied Music faculty and advanced student instrumentalists. Prerequisite: MU 209/210 or permission. Mr. Grant

MU 310 Music IV Spring

A continuation of Music III. Mr. Grant

MU 311 Materials and Literature I Fall

This course will build on the experience gained in Music I and II (MU 209–210) to examine principles of melodic construction and elaboration, harmony, voice-leading, counterpoint, and form through analysis and compositional exercises in the tonal idiom. MU 209 and 210 or permission of the instructor. Mr. Vitercik

MU 312 Materials and Literature II Spring

A continuation of MU 311, covering more advanced theoretical issues, larger forms, and nontonal idioms. MU 311 required. Mr. Vitercik

[MU 326 American Music]

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition Spring

This course will build on the materials studied in Introduction to Music through Electroacoustics (MU 250) which is prerequisite to MU 350. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System. Mr. Todd

[MU 360 Women in Music]

[MU 390 Junior Seminar in Music]

MU 500 Independent Study

(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see description for MU 205.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano (beginning and advanced), organ, harpsichord, cello, violin, viola, horn, clarinet, flute, classical guitar or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Contracts must be signed before lessons begin and are binding. Fees are to be paid to the Cashier's Office upon receipt of a bill at

the beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. Performance studies consist of one lesson weekly.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 110, 209, 210, 260, 261, 306, 307 and 700 and 500 courses in Applied Music.

Private instruction in piano
Ms. Campbell, Ms. Fanning, Ms. Koval-Paden
Private instruction in organ
Mr. Fanning
Private instruction in cello
Ms. Schreuder
Private instruction in violin and viola
Mr. Gusakov
Private instruction in flute Ms. Janson
Private instruction in voice
Ms. Nall, Ms. Messier
Private instruction in guitar
Mr. Geoghegan
Private instruction in horn Mr. Parshley
Private instruction in clarinet
Mr. McBride
Private instruction in saxophone
Mr. Stusek

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains over 15,000 records, scores, books, and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the college community.
Mr. McBride, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II with Sample-To-Disk. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary.
Mr. Vitercik

The Music Bank. Composers and performers of all styles, abilities and orientations are urged to join this cross-referenced data base that houses information on all musicians at Middlebury College. To join the music bank, come to the Music Department, office hours.

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.
Staff

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

PROGRAM IN NORTHERN STUDIES

Associate Professor: Robert Churchill (Geography) *Assistant Professor:* William Howland (Program Director)

The Northern Studies Program is an interdisciplinary program focusing on all aspects of the Circumpolar North. This Program provides students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program includes several courses taken during a semester in residence at the Center for Northern Studies, an independent, non-profit, research and educational facility located in Wolcott, Vermont, about 75 miles northeast of the College.

Center for Northern Studies Faculty include: *Professors:* Steven Cox, Nicholas Flanders, and Steven B. Young

The academic major involves coursework, seminars and directed field studies on the Middlebury campus and at the Center for Northern Studies. Students participating in the Program normally spend one or more semesters in residence at the Center. Northern Studies majors also have the opportunity to take part in extended field research at various Arctic or Subarctic Research facilities.

Requirements for a Northern Studies Major: Northern studies majors choose to follow a "track" of courses to specialize as below:

1) *The Biology Track* studying the physical biogeography and ecology of northern biomes, or

2) *The Quaternary Track* studying Arctic and Alpine physical environments of North America, especially in the post-glacial period.

The following is a list of required courses for each of the major tracks. Students are urged to work out their plans of study early and carefully, as the period spent in residence at the Center shortens the time available to take required courses on the College campus.

All Majors:

NE 151 Introduction to Polar Environments
NE 152 Public Policy in Arctic and Subarctic North America
NE 261 Remote Sensing of the Environment
NE 382 Biogeography (Arctic & Alpine Emphasis)
NE 482 Senior Seminar: Northern Research

And any three of the following courses as electives:

NE 310 Paleoenvironment and Prehistory of the Circumpolar North†
NE 330 Indigenous Cultures of the Circumpolar North†
NE 340 Polar Biota†
NE 360 Political Economy of Resource Management†
NE 370 Northern Policy Studies†
NE 380 Community Development in the Circumpolar North†
NE 395 Northern Resource Conflict†
NE 500 Advanced Study

Biology Track:

BI 185 Biology and Development of Organisms
***BI 190 General Ecology**
BI 195 Genetics and Evolution
BI 203 Botany
BI 390 Advanced Ecology
NE 340 Polar Biota†

Quaternary Science Track:

GL 112 Environmental Geology
GL 161 Oceanography
GG 250 Physical Earth Processes
GG 251 Geomorphic Processes
GG 254 Weather and Climate
NE 310 Paleoenvironment and Prehistory of the Circumpolar North†

Majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Majors also often take Winter Ecology (NE 350) at the Center in winter term. Normally, students are resident at the Center during the junior year, though residence at the Center may be arranged during the sophomore or senior year. In the spring of the senior year, majors take NE 482.

A limit of nine regular term courses and one winter term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

Departmental Honors: Students may apply for Honors in Northern Studies at the time of the Senior Thesis. Honors are awarded to majors who make an oral presentation of a thesis, receiving a grade of A, and who have also maintained a grade average of 3.3 in courses in the major, and who meet any other College requirements for departmental honors.

At least one NE 700 thesis unit is required for honors in the major. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

COURSES AT MIDDLEBURY

NE 151 Introduction to the Polar Environments Fall

The course provides an introduction to the physical and biological characteristics of the polar world. A systems approach is used to study climate, glaciation, geomorphology and soils. The ecosystems of the tundra, boreal forest, and polar seas, and their environmental histories are treated, with attention to the methods by which polar research is conducted. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 152 Public Policy in Arctic and Subarctic North America Spring

The evolution of public policy in Arctic and Subarctic North America is treated from the early explorations, through the periods of whaling, the fur trade, defense developments, mining, and the

oil and natural gas developments of recent years. The emphasis is on the political, economic and cultural impacts of southern-based policy and activity on the Native People of the North, and the underlying conflicts in the perceptions of the North as a 'homeland' and as a 'frontier'. The evolution and status of Native Claims is examined as a modern expression of the public policy dilemma. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 261 Remote Sensing of the Environment Fall

This course treats remote sensing of the physical environment and interpretation of multispectral imagery and photography from aircraft and satellites. Lectures and labs introduce interaction mechanisms of electromagnetic radiation, color and color infrared films and filtering, photo interpretation, basic photogrammetry, digital terrain models, field studies, the analysis of thermal infrared and radar imagery, and a variety of satellite imagery. Subjects of study include earth surface materials, vegetation, surface geologic structure, hydrology, glaciology, oceanography, natural resources and cultural features. (One credit suitable for Natural Science distribution, or permission.) Mr. Howland

[NE 382 Biogeography: Arctic and Alpine Emphasis]

NE 482 Senior Seminar: Northern Research Spring

This seminar treats the definition of northern research problems, the development of research proposals, a critical acquaintance with the literature, elements of research methodology, and the preparation of research papers. The approach involves student research projects, class seminars and finished papers. Mr. Howland

NE 500 Independent Study Fall, Spring

NE 700 Senior Thesis Fall, Spring
(For Departmental Honors)

SEMESTERS-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

Most Northern Studies majors spend all or part of the junior year in residence at the Center for Northern Studies. The Center is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. Although contact with Middlebury is maintained, this year is similar to a junior fall term (or optionally, a full year) abroad. While at the Center, students reside together in nearby country homes retained for this purpose.

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from the Northern Studies office on campus (Science Center, Room 429).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisite for this term is NE 151.

The fall term at the Center introduces students first-hand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with Center faculty. After their return from this trip, students at the Center remain immersed in the study of Northern environments and culture through their continuing course work, and daily associations with other students in classes, the library, and in the residences.

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisite for this semester is NE 152. The spring term at the Center emphasizes social sciences, northern policy studies, community development in the North and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall, Spring

The physical, biological, and cultural environment of the Circumpolar North are a function of events which took place during the Quaternary Period. These include episodes of glaciation, changes in climate, fluctuations in the distribution of organisms, and the development of human societies in cold regions. Emphasis is placed on the information, material and techniques which are necessary to developing concepts of the Quaternary, and on placing the present nature of the northern environment in a historical perspective. Field and laboratory work will concentrate on the techniques

of environmental reconstruction, including Quaternary geomorphology and stratigraphy and paleontological and archaeological techniques. 3 hrs. seminar, field work. Mr. S. Young

[NE 320 Dynamics and Characterization of Northern Ecosystems]

NE 330 Indigenous Cultures of the Circumpolar North Fall

For the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, and on the ways in which the cultures have interacted with the environment. Mr. Flanders

NE 340 Polar Biota Fall, Spring

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals of the northern environment. Some consideration is also given to the Antarctic biota. The larger and more conspicuous terrestrial organisms receive the major emphasis, while less is given to aquatic and marine biota. Students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field work will stress identification of these organisms, particularly vascular plants, in their native habitat. 3 hrs. lect., lab. Mr. S. Young

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals. The course is taught largely in an intensive lab and field work format. (NE 151, BI 190.) Staff

NE 360 The Political Economy of Resource Management Fall

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the microeconomic perspective, the ecological perspective, and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products, marine fisheries, amenities values, and pollution control. Staff

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation. Staff

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems. Staff

[NE 390 Northern Legal Issues]

NE 395 Northern Resource Conflicts Spring

The rapid growth of interest in developing the natural resources of the Circumpolar north has given rise to increasingly severe conflicts among interests active in both the private and public sectors. This course examines the nature of these conflicts and evaluates the merits of alternative methods of resolving these conflicts. Among the methods considered are litigation, arbitration, legislation, negotiation, and problem-solving as well as the responses to conflict traditionally used by indigenous northern communities. The course places considerable emphasis on participatory activities such as moot courts, gaming, simulations, negotiation exercises, and problem-solving sessions. Mr. Flanders

Seminar Series Fall, Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to give guest lectures on their fields of expertise.

These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work. Staff

JOINT MAJOR IN GEOGRAPHY AND NORTHERN STUDIES

This joint endeavor is designed to provide a structured major drawn from the Social and Natural Sciences to allow students to develop a strong foundation in geography, closely coordinated with an emphasis on the physical environments and cultures of the circumpolar North. This major will offer students the geographical concepts and skills needed to study the spatial organization of society and the relationships between humans and their physical environments. Within this context it will emphasize the nature of the polar world, and the economic, legal, cultural and environmental dimensions of the North as a homeland and as a frontier, to native and non-native northerners respectively.

The following course requirements for the joint major comprise 14 credits. One term, normally in the Junior year, will be spent at the Center for Northern Studies in Wolcott. Courses that may be taken at the Center are flagged with †.

Introductory Level Courses: (3)
Required Courses:
GG 100 Geography: A Modern Synthesis
NE 151 Introduction to the Polar Environments
NE 152 Public Policy in Arctic and Subarctic North America

Upper Level Courses: (11)
Any 2 of the following:
GG 250 Physical Earth Processes
GG 222 Contemporary Geography of Soviet Union
GG 210 The Geography of Development
GG 230 Social Aspects of Environmental Conservation

Required Courses:
NE 382 Biogeography (Arctic and Alpine Emphasis)
GG 254 Weather and Climate

Any 4 of the following:
NE 310 Paleoenvironment and Prehistory of the Circumpolar North
NE 330 Indigenous Cultures of the Circumpolar North†
NE 370 Northern Policy Seminar: Contemporary Subsistence†
NE 380 Community Development in the Circumpolar North†
NE 390 Northern Legal Issues†
NE 395 Northern Resource Conflicts†
NE 500 Independent Study†

Required Courses:
GG 310 Cartography and Graphics
GG 320 Geographic Information Systems
NE 451 Senior Seminar: Northern Research

For Honors:
NE 700 or GG 700 Senior Research

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji, Victor Nuovo (chair) *Assistant Professors:* Richard Arthur (on leave all year), Philip Gasper *Visiting Assistant Professor:* Wolfgang-Rainer Mann

Non-majors: Most Philosophy Department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are recommended to take one of the Introductory Courses listed below, all of which – whether they are at 100 or 200 level – are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and Freshmen wishing to take them should consult the instructor. Although 200 level courses do not generally have prerequisites, students who have done work in pertinent related areas of the sciences, education, religion or the arts will benefit from their studies in those areas. Courses at the 300 level are open to non-majors, but they presuppose a higher level of sophistication than the 200 level courses. They may have prerequisites or require prior work in philosophy, and are not normally open to Freshmen.

Major Program: Majors shall elect ten courses in the department, inclusive of the seminar requirement. PA 180 is required, and it is recommended that this be taken early in the program. Majors must elect one course in each of the following three areas: ethics; philosophy of science, theory of knowledge, or metaphysics; history of philosophy. Cognate courses may be substituted for no more than two departmental courses; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

Seminar Requirement: Majors must take two department Seminars (400 level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the Spring term, seniors must take the seminar currently offered in the Fall term. Students who are abroad during the Spring of junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors.

Departmental Honors: To become a candidate for departmental honors in philosophy, a student must be a major in philosophy with at least a B+ average in philosophy department courses, and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors only after the department has approved their proposal. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of their senior year). In order to receive departmental honors, students must complete a two term project resulting in a thesis or a set of thematically related papers, and receive for their work a minimum grade of B+, and must maintain a B+ average for their other departmental courses.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 220, PA 221, PA 250, PA 255; three or four philosophy course credits at a Middlebury School Abroad or an approved equivalent; the department seminar requirement; an advanced course in the appropriate language department. Minimum of ten courses in all.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 010 The Nature of Morality Fall
Mr. Bates

FS 012 Freedom and Liberation Fall
Mr. Gasper

FS 051 Evolution and the Fate of Theism Fall
Mr. Nuovo

INTRODUCTORY COURSES

***PA 150 Introduction to the Philosophical Tradition** Fall

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. (Several of the sections of this course satisfy the freshman writing requirement.) Mr. Nuovo

***PA 180 Introduction to Modern Logic** Fall

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to symbolize natural arguments occurring in books, cartoons, newspapers and other media, and to evaluate their validity using techniques of propositional and predicate logic. Although mathematical in appearance, symbolic logic is more like an artificial language to learn, and even students with little confidence in math can master it. No prior knowledge of logic, formal mathematics or computer science is presupposed in this course.
Mr. Gasper

***PA 201 Ancient Greek Philosophy** Fall

The emphasis in this course will be on the historical development of Greek ethics or Greek metaphysics. While Plato and Aristotle will be of central importance, we will also examine some later Greek thinkers: for example, Stoics, Skeptics, Neoplatonists. Mr. Mann

PA 205 Human Nature and Ethics Spring

An investigation of some of the more important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories.
Mr. Bates

[*PA 212 Introduction to the History of Modern Science]

PA 214 Science and Society Spring

Scientific theories are not developed in a vacuum; they can be influenced in various ways by the social circumstances in which they emerge, and they may themselves have important social consequences. This course will examine the relationship between science and society by focusing on attempts by psychologists, sociobiologists and others to provide theories of human nature and potential, and on feminist critiques of science. We will address questions such as these: Is it methodologically wrong to bring presuppositions to scientific research? Is it worse if those presuppositions are moral or political commitments? What special responsibilities, if any, do scientists have when they investigate questions with explosive social import? Is the scientific method irremediably gender- or culture-biased? Mr. Gasper

[PA 216 Introduction to the Philosophy of Science]

HISTORY OF PHILOSOPHY

[PA 220 History of Materialism]

PA 221 Gender and the History of Philosophy Spring

This course will focus upon those moments in the history of philosophy where the differences between male and female have been recognized as a philosophical problem and upon contemporary interpretations of this difference. Among the philosophical authors to be considered are the following: Plato, Aristotle, Augustine, Thomas Hobbes, David Hume, Immanuel Kant, G.W.F. Hegel, Arthur Schopenhauer, Mary Wollstonecraft, John Stuart Mill and Frederick Nietzsche. Insights gained from these historical considerations will be applied to current philosophical issues: epistemological and metaphysical, aesthetic, moral and political.

Mr. Nuovo

[PA 222 American Philosophy]

[PA 223 Introduction to Contemporary Philosophy]

PA 224 Topics in Medieval Philosophy Spring

This course will focus on a problem or set of problems that were of interest during various parts of the Middle Ages (for example, human freedom and divine predestination, the individuation of beings, logic and semantics) through the writing of one or more major medieval philosophers: for example, Ansel of Canterbury, William of Ockham, Duns Scotus. Mr. Mann

[PA 250 Early Modern Philosophy]

PA 253 Confucianism and the Confucian Tradition in East Asia Fall

This course will inquire into the origin and development of Confucianism and Neo-Confucianism in China, and its impact upon and adaptation by Japanese (especially during the Tokugawa period) and Korean (especially Yi T'oege and the Neo-Confucian orthodoxy of the Yi dynasty) thought. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.)

Mr. Miyaji

PA 255 Kierkegaard, Marx and Nietzsche Fall

This course will investigate the works of three of the central philosophical and cultural critics of the 19th century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's Repetition, Philosophical Fragments and Concluding Unscientific Postscript, Marx's early essays criticizing Hegel, the Economic and Philosophic Manuscripts of 1884, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's The Birth of Tragedy, The Use and Abuse of History, Thus Spoke Zarathustra (selections), The Geneology of Morals and Ecce Homo. Mr. Bates

SPECIAL TOPICS

PA 206 Contemporary Moral Issues Spring

An analysis of contemporary moral issues: poverty and wealth, labor, world hunger, war and peace, abortion, euthanasia, crime and punishment, environmental pollution, the uses of technology, animal rights. Attention will be given to defining moral issues, appraising moral arguments, developing a moral point of view and way of life. This course will satisfy the Writing Requirement.

Mr. Nuovo

[*PA 207 Ethics and the Environment]

[PA 209 Philosophy of Law]

[PA 230 Philosophy of Science]

PA 231 Philosophy of History Spring

History as a critical discipline in the social sciences employs its own terms, concepts, and methods. The course, a branch of philosophical studies, will examine major theories of history proposed by philosophers and historians, especially since the early 18th century. Issues to be discussed in the course include interpretations of the histor-

ical process, the nature of historical knowledge and historical explanation. For comparative purposes, the study of non-Western philosophy of history, especially Chinese and Japanese, will be considered.
Mr. Miyaji

[PA 232 Philosophy of Religion]

PA 233 Aesthetics Spring
Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in the various arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. Mr. Bates

PA 256 Topics in Japanese Philosophy
Spring
This course traces the evolution and development of various religio-philosophical ideas and schools of thought: Buddhist, Confucianist, Shinto. There will be reading and interpretation of selected literary, philosophical and religious texts in translation. The influence of other Asian and Western intellectual traditions on Japanese thought and a comparison with them will be a major consideration in this course. (Students who have taken PA 251 or PA 252 may not receive credit for this course.)
Mr. Miyaji

[PA 280 Intermediate Logic]

PA 310 Comparative Philosophy
Spring
An examination of philosophical concepts and problems from a cross cultural point of view: concepts of value, the possibility of a transcendent being (God or gods), the nature of thought, free will vs. determinism, the relation of mind and body. The study will focus on selected texts from different traditions: India, China, Japan, Ancient Greece and Europe. Mr. Miyaji

[PA 351 Theory of Knowledge]

[PA 352 Philosophy of Mind Spring
How is mental activity related to the nonmental world? How is the content of so-called propositional attitudes like belief to be specified? Is there freedom of the will? These are some of the questions to be asked in this course. Drawing on contemporary works, we shall examine various conceptions of mentality, including recent "computer" models of the mind. Approaches to be discussed include physicalism, functionalism and behaviorism. Ms. Baker

[PA 354 Philosophy of Language]

[PA 355 Issues in the Philosophy of Time]

SEMINARS

The following seminars are offered by the department for junior and senior majors, and are open to other qualified students by permission. Juniors are required to take the Spring seminar, and seniors the Fall seminar. (See Seminar Requirement for majors.)

[PA 402 The Philosophy of Aristotle]

[PA 405 Hobbes and Leibniz]

PA 406 Kant and German Idealism
Fall
At least half the course will be devoted to parts of Kant's *Critique of Pure Reason*. We will also consider how one or more of the major idealists (Fichte, Hegel, Schelling) interpreted, responded to, and appropriated the results of Kant's critical philosophy. Mr. Mann

[PA 410 Wittgenstein]

PA 414 Moral Realism Spring
The view that moral judgments are objective is often thought to rest on dubious metaphysical and epistemological claims about revealed truth, religious insight, or special intuition. But recent work in philosophy has provided the resources to defend moral objectivity without recourse to such dubious claims. The result has been a resurgence of interest in moral realism, the view that moral claims (1) describe features of the world which exist largely independently of our beliefs about them, and (2) can be evaluated using the same standards of reason and evidence applicable in other areas. This course will examine current debates about the status of morality in light of recent philosophical discussions of language, knowledge and reality. Mr. Gasper

[PA 415 Contemporary Moral Theory]

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy
Fall, Spring
(Open only to majors.) Staff

*Foundations Course

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a *degree requirement* and the Physical Education Program concentrates on life-time sports so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *Before graduation*, students must complete three courses. Each course carries one unit of physical education credit.* (*Exception: Beginning Swimming for non-swimmers, if completed during the freshman year.) Students who wish to elect courses (i.e., the student does not need the course for physical education credit) may register with the department for the appropriate season to be scheduled for classes on a space available basis. The courses and activities are as follows:

Certification Courses, textbook and related fees applicable: Advanced Life Saving, C.P.R., First Aid, Water Safety Instructor's course.

Special Lessons and Fees: Alpine Skiing, Karate, Riding, Scuba, Ski Touring.

Personal Equipment Sports: Beginning Ice Skating, Cycling, Figure Skating.

Department provides equipment except for tennis rackets: Archery, Badminton, Fencing, Golf, Squash, Tennis, Volleyball.

Conditioning-type Courses: Beginning Weight Training, General Conditioning, Circuit Training, Swimming for Conditioning.

Dance Courses as available: Basic Ballet, Basic Jazz Dance, Basic Modern Dance, TH 160, 161, 162, 260, 261, 276, 360, 361, 380, 381.

Special Departmental Course offerings, as available: When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Non-Swimmers NOTE: It is strongly recommended that students who cannot swim take this course in their Freshman year. Students identified as non-swimmers may earn three credits if they take Beginning Swimming and are able to swim one length of the pool and tread water for five minutes. This must be completed by the end of the freshman year if the student is to receive the three credit incentive. The Physical Education Department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her freshman year.

Credit for Intercollegiate Competition. A student may receive credit for participation in an intercollegiate sport. Credit will be awarded on the following basis: 1. a student must participate for the entire season; 2. only one credit may be earned for each sport.

The department schedules two seasons of instructional courses in each of the two college terms and one season in the winter term. Registration is on a first come-first served basis and is open to students who wish to elect courses on a space available basis. Students who are unaware of their current physical education record should check their record with the physical education secretary in the Field House to ensure completion of their program prior to graduation and in accordance to the printed catalog specifics indicated above. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students office processes *credits from transcripts* for students transferring to Middlebury.

The Physical Education Program above, as revised by the department in 1986–1987, will become effective in September 1987. Students with three credits as of May 1987 will have completed their Physical Education Program. Those students with fewer than three credits in May 1987 will complete their Physical Education Programs under the September 1987 program with prior credits allowed toward completion of their Physical Education Program. All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College Health Center.

Season Dates
September 18–October 27, 1989
October 30–December 8, 1989
January 8–February 2, 1990
February 12–March 16, 1990
April 2–May 4, 1990

PHYSICS

Professors: Robert Gould, Frank Winkler, Richard Wolfson (chair) *Associate Professors:* Jeffrey Dunham, Robert Prigo *Assistant Professors:* Angelika Behrooz, Stephen Ratcliff

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achieve-

ments. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum and to provide challenging courses and research opportunities for students majoring in physics.

Course offerings reflect the needs of three categories of students: (1) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in physics.

Courses designed especially for non-science students are PH 155 (Introduction to the Universe), a Freshman Seminar (Nuclear Technology: The Promise and The Peril) in the fall term, and PH 101 (Physical Reality and Human Thought) in the spring.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109–110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasizes a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Requirements for the Physics Major: The major program consists of five required physics courses: PH 109, PH 110, PH 201, PH 202, and PH 212; the Winter Term course offered each year and serving as a "bridge" between PH 109 and PH 112; a minimum of four electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the freshman year allows more flexibility in the choice of courses and thesis topics.

Students who choose the physics major as preparation for medicine, business, law, or education often select many of their physics electives from topical courses at the 200 level. For students planning graduate work in physics, PH 302 (Electromagnetic Theory) and PH 401 (Quantum Mechanics) are essential. In addition, PH 311 (Quantum Physics Applications), PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics) as well as MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 213 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis and comprehensive examination. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, solar energy and nuclear magnetic resonance. The comprehensive examination is given in the fall term of the senior year.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre-Engineering: Many students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering degree should take the same five-course introductory sequence outlined above, two elective courses in physics, and MA 213. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve a score of 4 or 5, but such students are advised to begin their study of physics with PH 109.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 027 Nuclear Technology: The Promise and the Peril Fall
Mr. Wolfson

***PH 101 Physical Reality and Human Thought** Spring

This course for non-science students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a non-mathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course will conclude with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles.
Mr. Winkler

PH 109 Mechanics Fall, Spring

This course examines the phenomenon of motion as it occurs throughout the universe. The important concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Major topics covered include Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, and oscillatory motion and waves. Emphasis is placed on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations are integrated into the course material to illustrate basic physical principles. (Students in PH 109 should either be enrolled concurrently in MA 112 or should have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab.
Mr. Dunham, Ms. Behrooz (Fall)
Ms. Behrooz (Spring)

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission. MA 113 is a co-requisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Gould

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course primarily for non-science students has as its goals: (1) To give insight into how scientists come to understand nature through the interplay of observations, laboratory measurements, and theoretical models; (2) to communicate the excitement of current research topics such as quasars, black holes, and supernovae; and (3) to provide an appreciation for the sky as part of our natural environment and cultural heritage. Topics include how stars shine, evolve, and die, our understanding of the history (and future) of the universe, and speculations on the origins of life—on earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (No prerequisites.) 3 hrs. lect., 2 hrs. evening lab.
Mr. Ratcliff

[PH 180 Nuclear Technology: The Promise and the Peril]

PH 201 Relativity and Quantum Physics Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission.) 3 hrs. lect., one lab/disc. session. (This course fulfills the College Writing requirement.)
Mr. Winkler

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session.
Mr. Dunham

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry and engineering. Topics include differential vector calculus, Fourier series and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) 3 hrs. lect., 1 hr. disc. Mr. Ratcliff

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X-rays, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 110 or permission. Not normally open to students who have completed PH 155.) 3 hrs. Lect/lab., hrs. arranged.

Mr. Winkler

PH 302 Electromagnetic Theory Fall

The unified description of electric and magnetic forces is one of the greatest triumphs of classical physics. This course will begin with discussion of electro- and magneto-static configurations, and will continue with the fully time-dependent formulation of Maxwell's equations. The wave description of electromagnetic radiation will be used as a basis for understanding fundamental phenomena in optics and communication. (PH 212.) 3 hrs. lect.

Mr. Gould

PH 311 Quantum Physics Applications Fall

This course applies quantum mechanical principles to fundamental problems in atomic, solid state, nuclear and elementary-particle physics. The central goal of the course is to demonstrate how quantum mechanics provides a unifying conceptual framework for the vast range of phenomena observed in the modern topic areas mentioned above. Special attention will be given to technologies related to these phenomena, including the laser, superconductivity, accelerators and particle detectors. (PH 202, PH 212.) 3 hrs. lect.

Ms. Behrooz

[PH 330 Analytical Mechanics]

PH 350 Statistical Mechanics Spring

The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by an in-depth discussion of the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course is contained in the study of statistical mechanics and its application to a variety of classical and quantum systems. Topics that will be covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 201 or permission.) 3 hrs. lect. Offered in alternate years.

Mr. Ratcliff

PH 401 Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Dunham

PH 402 Advanced Quantum Mechanics Fall

This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is direct and complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atomic the presence of perturbing fields. A quantized electromagnetic field will be used to calculate transitions rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. A review of basic nuclear phenomenology will lead to nuclear structure calculations with the shell model. (PH 302 and PH 401.) Mr. Dunham

PH 500 Independent Study and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Senior Research and Thesis
Fall, Winter, Spring

Independent research in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in October. (Three units total.) Staff

*Foundations Course

POLITICAL SCIENCE

Professors: Eric Davis, Murray Dry (on leave all year), Russell Leng (chair), Paul Nelson, Olin Robison, David Rosenberg *Associate Professors:* Michael Kraus, Michael Platt (visiting) *Assistant Professor:* Gary Meyers *Instructor:* Marianne Marchand

Political Science defines, describes, explains, and evaluates political phenomena, and it does so in a variety of ways. Consequently, the introductory course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PS 101 or 107; (2) PS 103; (3) fulfillment of the field distribution requirement; and (4) completion of the senior program. The first two of these requirements should normally be completed before the end of sophomore year. Students in the classes of 1990 and 1991 may substitute PS 104 or PS 208 for PS 103 as a major requirement.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS 103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement credit does not entitle the student to exemption from any of the requirements for the major in political science.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 001 Writers and Writings from the Other Europe Fall
Mr. Kraus

FS 018 Constitutional Controversies and Contemporary Political Issues Fall
Mr. Davis

FS 022 Good and Thought of Good Fall
Mr. Nelson

INTRODUCTORY COURSES

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)
Mr. Platt

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. (Freshmen and sophomores or permission.)
Mr. Platt

PS 103 Patterns of Government: Introduction to Comparative Politics Fall, Spring

This course will introduce students to the theory, methods, and substance of modern political analysis. Through comparative study of Western democracies, Communist systems, and developing countries, we will examine questions such as: What are the stakes of politics? How is political competition organized? Who participates? Who benefits? What are the overall results? The course will include an introduction to problems of research design, conceptualization of hypotheses, and the collection, analysis, and interpretation of data using personal computers. Some sections of the course will meet the College Writing requirement. Required of political science majors in the class of 1992 and beyond. (Freshmen and sophomores or permission.)
Mr. Meyers, Mr. Rosenberg

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics, primarily at the national level. The writing of the Constitution in 1787 and the defense of it in *The Federalist.* The representative institutions of government (political parties, elections, interest groups). The policy-making institutions of government (Congress, Presidency, bureaucracy, judiciary). (Freshmen and sophomores or permission.)
Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar,* Macaulay, *History of England,* Alexis Tocqueville, *Democracy in America,* Adam Smith, *The Wealth of Nations,* Karl Marx and Friedrich Engels, *The German Ideology,* and Max Weber "Science as a Vocation." (Freshmen and sophomores or permission.)
Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

[PS 318 Political Philosophy: Modernity]

PS 341 Statesmanship and Statesmen Fall

Those who know principles are philosophers; those who know particulars are experts; those who bring them together are statesmen. The wisdom of the one and the knowledge of the other are made efficacious by the sagacity of the statesman. To understand statesmanship and the qualities of the statesman, and even to emulate them, we shall, after first considering several writings about statesmanship, ancient and modern, study the lives of three or more of the following great statesmen: Elizabeth I, Marlborough, Lincoln, Bismarck, and Churchill. Some consideration also will be given to Shakespeare's portraits of the type, which have so influenced later English-speaking statesmen and peoples. Mr. Platt

PS 401 Seminar on Political Philosophy Spring
Mr. Nelson

PS 409 Seminar on Political Philosophy: Aristotle's Political Science Spring

Study of Aristotle's political science as it appears in his *Nicomachean Ethics* and *Politics.* While trying to understand Aristotle as he understood himself, we will also consider both some objections to Aristotle's political science and some defenses of it. We will look also at some recent literature on Aristotle in order to show that there is not yet reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.) Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

An intensive analysis of representative government as exemplified by the United States Congress. Topics covered include theories of representation, the historical development of Congress, Congressional elections, norms and expectations for Congressional behavior, the rules of the legislative process, the internal organization of Congress (committees, parties, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. Some comparisons will be made between congress and both American state legislatures and national legislatures in parliamentary systems. One section of this course, limited to 15 students, will satisfy the College writing requirement.
Mr. Davis

[PS 305 American Constitutional Law: The Federal System]

[PS 306 American Constitutional Law: Individual Rights]

[PS 312 The Politics of the Federal Bureaucracy]

PS 314 The Politics of American Urban Areas Fall

A study of politics and policy in the American city. The structures of urban politics, such as political parties, machines, bosses, and reformers, the role of mayors, and relations between cities, states, and the federal government. Race and urban politics, especially in the context of mayoral elections in Chicago and New York. Major policy issues affecting urban areas, such as transportation, growth and development, welfare, housing, and crime. A research paper is required. (PS 104 recommended.)
Mr. Davis

PS 402 Seminar in Constitutional Law]

PS 425 Seminar on the American Presidency Spring

The first part of the seminar will be devoted to an intensive examination of the 1988 Presidential election. We will attempt to place this election in the context established by research on previous American elections. The second part of the seminar will consist of an examination of problems in organizing and staffing the Presidency, legislative-executive relations, and relations between the Presidency and the executive bureaucracy. (Permission.)
Mr. Davis

COMPARATIVE POLITICS

PS 103 (See above)

PS 221 Southern Asian Politics Fall

This course provides an introductory survey of contemporary politics in South Asia and Southeast Asia. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Mr. Rosenberg

PS 223 Latin American Politics Fall

This course will explore the historical development and present dynamics of politics in Latin America. We will study not only the making and maintenance of the established order, but also consider the challenges to and decline of that order. Issues to be discussed include: the role of the church, military regimes, revolutionary movements, the return to democratic regimes, and hemispheric relations. Special attention will be paid to similarities and differences among Latin American countries. (PS 103.) Ms. Marchand

PS 225 Comparative Politics: Western Europe Spring

A comparative study of the contemporary political systems of France, Great Britain, Italy, the Federal Republic of Germany and other nation states of Western Europe. We will consider first how history has shaped these political systems. We will then examine political institutions and performance in each of these countries. Finally, we will review a number of interpretations of West European political development and theories regarding the future course of "post-industrial politics."
Mr. Meyers

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes. Mr. Kraus

PS 404 (See below)

PS 406 Seminar on Western Europe Politics Fall

Recent economic and social changes have challenged the stability—and possibly the survival—of representative democracies in Western Europe. The seminar takes an in-depth look at the impact of this "post-industrial" environment on the politics and public policies of these nation-states. Topics will include the transformation of their traditional political cultures, changes in their party systems, the advent of new social movements, the crisis of the welfare state, and the perspective of their "successor generations" on the Atlantic Alliance and the European Economic Community. (Permission.)
Mr. Meyers

PS 414 Seminar on Soviet Union and Eastern Europe Politics Fall

An examination of several topical and theoretical themes in contemporary Soviet and Eastern European politics. The seminar will study political leadership and succession, the role of the military in politics, human rights, political socialization, and intra-alliance politics (including the Comecon and the Warsaw Pact). (Permission.) Mr. Kraus

PS 415 Seminar on Latin American Politics: Change and Development Spring

Issues of change and development have been the subject of heated debate in Latin America. Critics of existing "development" strategies have emphasized their negative effects, such as the emergence of military dictatorships and the foreign debt crisis. We will take a close look at the issues surrounding change and development in Latin America through an overview of the various models of development, their relevance to Latin America, and, in particular, the political and social consequences of each model. (PS 223, permission.) Ms. Marchand

PS 430 (See below)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall, Spring

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format. Mr. Leng, Ms. Marchand

PS 302 International Conflict Resolution Spring

We will consider the means suggested, and sometimes employed, to resolve international disputes and reduce the level of conflict among nations. Particular attention will be devoted to international law, international organization, and arms reduction. Recent experimental work on conflict resolution will also be considered. (PS 201.)
Mr. Leng

PS 304 International Political Economy Spring

The course provides an overview of the field of international political economy. It will focus on various aspects and problems of the international division of labor, including its historical development and today's issues. We will begin by examining different perspectives and theoretical debates related to the global political economy. In the second half of the course, we will shift our attention to the relations between industrialized and Third World states. This will include examining Third World alternatives to the existing international economic order, the domestic and international effects of Third World debt, and the future of North-South relations. Ms. Marchand

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. The challenges posed by a rapidly changing international environment to democratic control of foreign policy will be evaluated through case studies including: the origins of the Cold War and the policy of containment; alliance politics and the reconstruction of Europe; American interventions in the Third World (Indochina, Central America, and the Caribbean); the opening to the Peoples' Republic of China; and the attempts of the United States to deal with international economic interdependence. Mr. Meyers

PS 404 Seminar on the Global Political Economy Fall

A study of "who gets what, how and why" in the international division of labor and income. The seminar will analyze the institutions (e.g., the IMF, World Bank, multinational corporations, OPEC) and processes (e.g., trade and financial flows) which govern the international economy. (Permission.) Mr. Rosenberg

PS 405 Seminar on the Causes of War Fall

An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311, and permission.) Mr. Leng

PS 408 Seminar on United States–Soviet Relations Spring

An overview of U.S.–Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (Permission.) Mr. Leng

PS 430 Seminar on United States–Asian Relations Spring

This course examines the major issues and current policy options in contemporary Asian–American relations. Topics to be investigated are 1) Strategic Alliance and Economic Rivalry between Japan and the United States, 2) Diplomatic Normalization and Economic Reconstruction in U.S.–China Relations, 3) The Causes and Consequences of U.S. Interventions in Indochina and the Current U.S.–Vietnam Stalemate, 4) Strategic and Economic Interest vs. Human Rights in Philippine–American Relations. (Permission.) Mr. Rosenberg

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors Thesis

(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty *Associate Professors:* Marc Riess, Bob Osborne (chair) *Assistant Professor:* William Frey *Scholar-in-Residence:* Eleanor Gibson

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experi-

mental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:

A. Eleven courses in Psychology including the following:

1. PY 105, 201 and 302.
2. Three courses from among PY 203, 204, 225, 226 and 325.
3. Two courses from among PY 207, 208 and 301.
4. Two PY 400-level seminars.
5. One elective.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 412, PY 416 (or PY 417), PY 420, PY 425, PY 426.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 302 must be taken before, or during, the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 185, 190, 195, 216, 250 and two electives in biology, including one 300- or 400-level course; PY 105, 201, 207 or 208, 301, and two PY electives, including one 400-level seminar; three electives chosen with the adviser's approval in chemistry, mathematics or physics. Consult Chair about Honors in the joint major.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 003 An Interdisciplinary Introduction to Mental Illness Fall
Mr. Riess

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, and applications in the following areas will be considered: biological bases of behavior, learning and thinking, development, personality and abnormality, and social behavior. (Not open to juniors or seniors.)
Staff

PY 201 Statistical Analysis Spring

Statistical analysis is seen in this course as the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions obviously include matters of central tendency and dispersion, and measure of correlation, regression, and statistical inference. Throughout the course the interrelations of the questions and the interrelations of their quantitative answers are stressed. The course includes weekly computer laboratory work in addition to regular class meetings. (The Winter Term course, Data Handling with MINITAB, is highly recommended before taking PY 201. Credit is not given for PY 201 if the student has taken EC 210 previously or concurrently.)
Mr. Ewell

PY 203 Social Psychology Fall

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, impression management, person perception, attitudes, social influence, aggression, altruism, attraction, sex, and group dynamics. (PY 105.)
Mr. Riess

PY 204 Personality Psychology Spring

This course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. (PY 105.) Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Thinking Spring

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) Mr. Prouty

PY 225 Child Psychology Fall

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (This course will receive Teacher Education credit.) (PY 105.) Mr. Prouty

PY 226 Adult Development and Aging Spring

The course concerns itself with the process of physical and psychological development in the human adult within the context of contemporary society. The topics considered include: theories of development and aging, adult cognitive functioning, personality stability and change, sexuality, relationships, and work and leisure. Also considered are the social aspects of aging and death and dying. Mr. Prouty

PY 300 Addiction Spring

This course will review the current research regarding the etiology of addicting behaviors. Addictions to eating, sex, substances, and gambling will be the primary focus. Treatment of the addicted person(s) in clinical settings will be evaluated. (Two psychology courses beyond PY 105.) Mr. Frey

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical and neurophysiological basis of processes such as language, sensation, emotion, aggression, sleep and learning and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PY 105, biology background or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 302 Research Methods in Psychology Fall

This course focuses on matters of design, analysis, and interpretation of psychological research. During the course students design research, gather data in laboratory sessions, and write up their findings in the form used by psychologists in their publications. The course also involves reading the published literature of psychology to evaluate research design and analysis in that literature. Lab. (PY 201.) Mr. Ewell

PY 304 Child Psychopathology Fall

This course will review "normal" human bio-psycho-social development to provide the context for discussion of behavior problems observed in children and adolescents. The major categories of child psychopathology will be covered with special attention being given to assessment techniques, etiological hypotheses, and treatment paradigms. Clinical cases will be presented to demonstrate the functional utility of the material covered. (Two psychology courses.) Mr. Frey

[PY 306 The Exceptional Child]

PY 325 Abnormal Psychology Fall

This course focuses on the detection, classification, etiology and treatment of mental illness. (PY 105.) 3 hrs. lect. Mr. Frey

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing

a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.) Staff

[PY 411 Contemporary Issues]

PY 412 Issues in Clinical Psychology Spring

Initially described as a "talking cure," psychotherapy has been practiced and defined by numerous theories and clinicians. This seminar will cover key elements of the psychotherapy encounter within the context of the cornerstone theories and techniques. Application of these major counseling techniques to a wide range of clinical problems should aid in the understanding of the development, efficacy and issues surrounding treatment of psychopathology. (Three psychology courses beyond the introductory level, or permission.) Mr. Frey

[PY 416 Limbic System]

PY 417 Physiological Basis of Learning and Memory Spring

This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems. (PY 301 or permission.) Mr. Osborne

PY 420 Issues in the Psychology of Gender Fall

This seminar will focus on psychological issues related to sex and gender. The topics to be considered will include biological differences and similarities between men and women, sexuality, stereotypes and cultural values, gender learning and theories of gender, life cycle issues related to gender, and the issues concerning the role of gender in the lives of men and women. (Permission, 3 courses in Psychology.) Mr. Osborne, Mr. Prouty

PY 425 Seminar in Psychopathology Spring

This seminar will use biography as a vehicle to explore several varieties of psychological disorders. Specifically, we will consider: schizophrenia (John Hinkely, Jr.; Mark Vonnegut); depression (astronaut "Buzz" Aldren); manic-depression (Van Gogh); neurotic anxiety (Congressman Michael Harrington); borderline personality ("Fatal Attraction"); psychopathy (Ted Bundy; Charles Manson); multiple personality (Sybil; Eve); autism ("Rain Man"); and Alzheimer's Disease. Prerequisites: At least 4 psychology courses, including PY 204 and/or PY 325. Mr. Riess

PY 426 Freud and Psychoanalytic Theory Fall

This seminar begins with an intensive reading of the writings of Sigmund Freud, from the very early works up through his very late paper: *Analysis: Terminable and Interminable.* The writings of later psychoanalysts are viewed in light of what they add to, or modify in, psychoanalytic theory and practice. (PY 325 and two additional psychology courses beyond PY 105.) Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission.) Staff

RELIGION

Professors: Robert Ferm, Steven Rockefeller (chair), Charles Scott *Assistant Professor:* O. Larry Yarbrough *Instructor:* Robert Schine *Visiting Instructor:* Katherine Sonderegger

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete eleven courses. The requirements are:

I. The following introductory courses must be completed by the end of the junior year: RE 105, RE 110, RE 115, and RE 220 (Students who take both RE 280 and RE 281 are exempted from RE 105.)

II. Five courses, including at least three seminars, in a field of interest represented within the Department, to be determined in consultation with the student's adviser by the end of the fall term of the junior year and completed by the fall term of the senior year.
III. An Independent Study project (RE 500) during the fall term of the senior year.
IV. A Senior Thesis (RE 700; see below) or Senior Seminar or second Independent Study Project (RE 500) to be decided in consultation with the student's adviser.

A cognate course may be included in the major but only with *specific* and *prior* permission.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairperson.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (RE 700). The thesis will count as two course credits. "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental coursework.

FRESHMAN SEMINAR

See Freshman Seminar listings for course descriptions.

FS 028 Religion and the Scholar: Trips Along the Religious Coast Fall
Ms. Sonderegger

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories, narratives, and poetry of the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be understood. The relation of the Bible to art, literature, and ethics will be a feature of the course. Mr. Scott

***RE 110 Foundations of Western Religious Life and Thought** Spring

An exploration and comparative study of the religious life and thought of the classical Greeks, hellenistic civilization, the ancient Hebrews and the early Christians. Readings are in the works of Aeschylus, Plato, the Stoics, Epicureans, the Hebrew Scriptures, the New Testament, and St. Augustine.
Mr. Rockefeller

***RE 115 Introduction to Eastern Religious Thought** Fall

An introduction to the central figures and key concepts of the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition.
Staff

COURSES ON RELIGIOUS TRADITIONS

***RE 201 The Jewish Tradition** Fall

An introduction to the history and religion of the Jews from biblical times to the Renaissance. Topics will include: the world of biblical religion; Judaism in the Hellenistic Age; the Talmudic period; liturgy; the emergence of Jewish philosophy in the orbit of Islam; the development of Jewish law and mystical thought; Jewish-Christian relations in the Middle Ages. Mr. Schine

RE 202 Modern Judaism Spring

The dissolution of the Jewish ghettos of medieval Europe and the gradual integration of the Jews into modern society compelled them to rethink and remake their beliefs and ways of life. We will study these transformations in the early modern period and seek to understand present-day Judaism in their light. Topics will include: Spinoza's challenge to revealed religion; Jewish thinkers and the Copernican world-view; the German Enlightenment; Mendelssohn and Lessing; the *Haskalah*; Hasidism and its opponents; the Reform movement in Europe and America; "political" and "cultural" Zionism; modern branches of Judaism. Mr. Schine

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the postenlightenment period and end with some contemporary issues. Mr. Ferm

RE 209 The Hindu Tradition Spring

The development of the Hindu tradition from the Indus Valley civilization (c.2500 B.C.) to the struggle for independence from Britain led by Gandhi in the early decades of the 20th century. The course will concentrate on the texts and thinkers which define the multifarious religious phenomenon called Hinduism, paying special attention to the Upanishads, the Bhagavadgita, classical Hindu philosophy, and protestant movements within the tradition. Staff

RE 210 The Buddhist Tradition: India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths.

Staff

[RE 211 The Buddhist Tradition: China and Japan]

[RE 212 Chinese Religions]

[RE 217 Greco-Roman Religions]

***RE 220 The Shaping of American Religious Life** Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries. Mr. Ferm

COURSES ON TEXTS AND TOPICS

RE 280 Studies in Hebrew Bible/ Old Testament Fall

An introduction to the history, literature, and culture of ancient Israel. Topics to be addressed include: the narratives of Genesis, Exodus, the settlement, the monarchy, and the exile; the prophetic movement; legal traditions; worship; wisdom; and expectations for the future. The texts will be read with a view to giving the student a critical appreciation not only of their own intrinsic value, but also of why they have been so significant for three of the world's great religious traditions: Judaism; Christianity; and Islam. Mr. Yarbrough

RE 281 The Study of the New Testament Spring

This introductory course examines early Christian life and thought as reflected in the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Themes to be examined include: the kingdom of God in the parables of Jesus; narratives of the death and resurrection of Jesus; the concept of "salvation"; the organization of the church; and early Christian ethics.

Mr. Yarbrough

RE 290 Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writings of the West Fall

Like Marxism, Feminism denotes both a movement for broad social change and a method for the analysis and critique of culture. These two aspects, radical social action and gender analysis, provide the frame for our study of Feminism in Western religion. Activists like Ruether, Daly, Plaskow and Goldenberg critique Jewish and Christian theology, pressing and, for some, breaking through its boundaries to a post-biblical or feminist spirituality. Historians like Bynum and McLaughlin re-examine the past for women's voice and role; Trible and Fiorenza discern and reconstruct it within biblical sources. Ms. Sonderegger

RE 292 Psychology of Religion Spring

Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Erikson and Kierkegaard. Ms. Sonderegger

RE 295 Voices of Dissent, Resistance, and Liberation Fall

A study of significant movements within twentieth century Protestantism and Roman Catholicism which appear as challenges to or dissent from

these traditional forms of Christianity. Black theology, Latin American Liberation theology and Feminist theology will be considered. Dietrich Bonhoeffer, James Cone, Cornel West, Allan Boesak, Juan Secundo, Leonardo Boff, Letty Russell, Mary Daly and Rosemary Reuther are among the theologians whose works will be consulted.

Mr. Scott

SEMINARS IN RELIGION

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall

The 19th century presented modern thought with a precious and complex legacy of religious ideas. In this course, we will examine some of the major achievements of this European high culture. These thinkers deserve study for their original and often courageous efforts to bring religion face to face with historical and scientific research. Our modern period owes much to these intellects, who represent for us still the conflict, the creativity and the compromise of religion in its encounter with a secular world. Authors include: Kant, Hegel, Feuerbach, Kierkegaard, Schleiermacher, Newman.

Ms. Sonderegger

[RE 302 Modern Views of God and Religious Life: The Twentieth Century]

[RE 304 Seminar in Jewish Thought]

RE 305 The Idea of God Spring

An exploration of the nature and significance of selected ideas of God with an emphasis on contemporary western thinkers. The views of philosophers, theologians and mystics will be considered. The course will inquire into modern psychological, philosophical and feminist criticisms of traditional theology and note their impact on new interpretations of the reality and the nature of God. The contribution of non-Western traditions to contemporary western views will be discussed. Special attention will be given to the implications of various ideas of God for attitudes toward the self, other persons, society and the natural environment.

Mr. Rockefeller

RE 306 From Puritanism to the Gospel of Wealth Fall

This seminar will deal with the transformation of Puritan ideas in the course of American history. The first part of the seminar will be dealing with figures in the 17th and 18th centuries, notably John Cotton and Jonathan Edwards. We will then study how some of their ideas were changed by new interests e.g. with Benjamin Franklin in the revolutionary period and in revivalism of the 19th century, e.g. the work of Charles Finney. The final segment will deal with the Gospel of Wealth represented by Andrew Carnegie and Russell Conwell.

Mr. Ferm

[RE 307 Three Americans: James, Dewey and Niebuhr]

RE 308 Seminar in American Religious History Spring

The focus of the seminar for 1989–90 will be the contemporary religious scene including the sources for the apparent revival of the Religious-Political Right, recent interpretations by the Supreme Court of the First Amendment and prominent issues in social ethics, specifically the controversy over abortion.

Mr. Ferm

RE 309 Seminar in Biblical Studies Fall

The topic for this year's seminar is the early lives of Jesus. In addition to the gospels of the New Testament, participants in the seminar will examine non-canonical gospels (for example, those attributed to Philip, Thomas, and Peter) and ancient biographies (such as the Life of Apollonius of Tyana). The goal of the seminar is to come to an understanding of how early Christian belief in Jesus both shaped and was shaped by narrative accounts of his life. (RE 281 or permission.) Mr. Yarbrough

RE 311 Seminar in Buddhist Philosophy Spring

The topic of the seminar this year is "Buddhism and the Feminine." The course will focus on four areas: an investigation of references to women in the Buddhist literatures of India, Tibet, China, and Japan; a study of literature by Buddhist women; an appraisal of Buddhist attitudes toward the body; and an analysis of selected Buddhist texts and cultural institutions from the perspective of modern feminist criticism.

Staff

[RE 312 Buddhist and Christian Enlightenment]

RE 314 Seminar in Christian Origins Spring

This year the topic for this seminar will be early Christian belief and practice during the second and third centuries. Taking up themes which appear in the New Testament (such as the person and work of Jesus, the organization of the community, ethics, and eschatology), the seminar will examine the "apostolic fathers," early Christian "apologies," the Gnostic writings of Nag Hammadi, and "anti-heretical" works of such writers as Irenaeus. The seminar will emphasize the tremendous diversity of the early church and its influence on the development of Christianity through the centuries. (RE 281 or permission.) Mr. Yarbrough

RE 315 Conflict and Identity: Jewish-Christian Relations Spring

This course examines the identities of Judaism and Christianity and the conflict between them that

arises from these self-understandings. We will study the major areas of debate between Christians and Jews since the first centuries of the Common Era: The understanding of religious truth; the nature of the Law; the identity of the Messiah; the interpretation of Scripture; the character of monotheism and the definition of the religious life. This debate has not often been harmonious or tolerant, but in examining this sometimes harsh debate between unequal partners, we hope to deepen understanding and mutual respect.

Mr. Schine, Ms. Sonderegger

[RE 320 Seminar on the Holocaust]

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major.

CL 105 Introduction to Hebrew

CL 206 Intermediate Hebrew

HI 344 The Reformation

PA 232 Philosophy of Religion

PA 253 Confucianism and the Confucian Tradition in East Asia

SA 308 Sociology of Religion

SA 380 Anthropology of Religion

*Foundations Course

RUSSIAN

Professors: Robert Baker, Thomas Beyer (on leave all year), Sergei Davydov (acting chair) *Assistant Professors:* Ann Marie Basom, Kevin Moss (on leave fall and winter terms) *Visiting Assistant Professor:* Karen Black *Lecturers:* Alexandra Baker, Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theater; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginning Russian will take a continuation course during winter term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 323, RU 324 and three other courses including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). Each student's program will be planned individually in consultation with the department chair.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

All seniors will be expected to take proficiency tests in speaking, listening comprehension and reading comprehension toward the end of their final year of study.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian and Soviet Area Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Middlebury offers two semester-length programs at the Pushkin Russian Language Institute in Moscow each year. These programs, one taught in the fall and one in the spring, are open to undergraduates who are United States citizens and who have had at least the third-year Russian course at Middlebury. Students who begin Russian language study as freshmen will thus have to spend a summer in the Russian School in order to participate in the Moscow program as juniors. Interested students should consult with the chair as early as possible concerning the program, since the number of places is limited.

The courses taught in the Middlebury program in the Soviet Union are: Advanced Practical Phonetics; Development of Oral Proficiency; Topics in Advanced Syntax; Contemporary Russian Language; Introduction to Area Studies; Russian and Soviet Literature; and Methods of Teaching Russian, offering a total of 5½ units of credit.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginning Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 102 Beginning Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

***RU 151 Russian Literature's Golden Age: 1830–1880 (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Mr. Davydov

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism: 1880–Present (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Moss

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mrs. Baker

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Ms. Black

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Ms. Black

RU 323 Russian Culture and Civilization Fall

Lectures and readings in Russian covering the time period between the foundation of Kievan Rus and the mid-19th century. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 324 Russian–Soviet Culture and Civilization Spring

Lectures and readings in Russian from the second half of the 19th century until the present. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Davydov

[RU 351 Dostoevsky (In English)]

RU 352 Tolstoy (In English) Spring

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussions of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Ms. Basom

[RU 353 Russian Theater (In English)]

[RU 354 Chekhov (In English)]

[RU 356 Russian Literature of the 60's and 70's]

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring Staff

RU 704 Senior Seminar Spring

Topic to be announced. (Senior majors.) Mr. Davydov

The following courses are taken by all undergraduates in the semester-length Middlebury program at the Pushkin Russian Language Institute in Moscow and are taught by Pushkin Institute personnel.

RU 404 Advanced Practical Phonetics
RU 409 Development of Oral Proficiency
RU 410 Topics in Advanced Syntax
RU 412 Contemporary Russian Language
RU 432 Introduction to Area Studies
RU 462 Russian and Soviet Literature
RU 493 Methods of Teaching Russian

See also Division of Foreign Languages.

*Foundations Course

RUSSIAN/SOVIET AREA STUDIES PROGRAM

Participating Faculty: David Macey, Director (History), Alexandra Baker (Russian), Robert Baker (Russian), Ann Marie Basom (Russian), Thomas Beyer (Russian), Karen Black (Russian), Sergei Davydov (Russian), Michael Kraus (Political Science), Ronald Liebowitz (Geography), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science), Catherine Sokil (Economics)

A major in the Russian and Soviet Area Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region, economics, history, political science, and geography. Students who major in this field will be expected to do senior work in one of these fields utilizing their language skills.

Language Requirements: The Russian and Soviet area studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. Prospective majors are also encouraged to take an intensive Russian course during the winter term following RU 201. It is expected that majors in this program will also spend one or more semesters in the Soviet Union.

Departmental Honors: Students who have a B+ average or better in their courses in the program may elect to seek Honors by writing a senior thesis (RS 700). The thesis will normally begin as a senior seminar paper written in the fall semester of the senior year. Normally, students will begin discussion of a topic with their adviser early in the fall semester. Permission for this project has to be granted by the end of the fall semester. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Course Requirements: The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take 3 years of Russian language, will study for at least one semester in the Soviet Union, and will complete at least 6 courses in the social sciences (7 if they are candidates for Honors). Only those who are unable to study in Moscow will take option B.

OPTION A:
Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302; 1 or more semesters in the Soviet Union; and at least 6 additional courses including:

(a) 3 of the following: EC 230, GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to the Soviet Union);

(b) plus 3 additional courses including a seminar (4 if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700.

OPTION B:
Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302 and at least 8 additional courses including:

(a) 3 of the following: EC 230, GG 222, HI 247, PS 227

(b) plus 3 courses including a seminar (4 if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700

(c) RU 151 or RU 323 (in Russian), RU 324 (in Russian).

Courses in sections (a) and (b) of both options A and B may vary from year to year depending on staffing. They may also be supplemented by winter term courses offered both by faculty participating in the program and other faculty members, where appropriate. On occasion, a winter term course may also be offered in the Soviet Union.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Course listing:

EC 230	**The Soviet Economy**
EC 330	**Comparative Economic Systems**
EC 430	**Comparative Reform in Centrally Planned Economies**
GG 222	**Contemporary Geography of the Soviet Union**
GG 422	**Topics in Soviet Geography**
HI 247	**Russian History to the Great Reforms**
HI 248	**Russian History from the Great Reforms to the Present**
HI 404	**The Soviet Union**
PS 227	**Soviet Politics**
PS 328	**Comparative Communism**
PS 408	**Seminar on United States–Soviet Relations**
PS 414	**Soviet and East European Politics**
RU 101	**Beginning Russian**
RU 102	**Beginning Russian**
RU 201	**Intermediate Russian**
RU 202	**Intermediate Russian**
RU 301	**Russian Conversation and Composition**
RU 302	**Russian Conversation and Composition**
RU 151	**Russian Literature's Golden Age (1830–1880) (in English)**
RU 323	**Russian Culture and Civilization**
RU 324	**Russian–Soviet Culture**
RU 704	**Senior Seminar**

For a complete description of these courses see the course descriptions listed under the appropriate departments.

RS 500	**Independent Project (Permission)**
RS 700	**Senior Thesis (Permission)**

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews, Rudolf Haerle (on leave all year), Margaret Nelson *Kawashima Distinguished Visiting Professor of Japanese Studies:* John Chew *Associate Professor:* David Napier *Assistant Professors:* Ellen Basu, Frank Fairfax, E. Burke Rochford *Visiting Instructor:* Jean Burfoot

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all sociology/anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint major: There is an established sociology/psychology joint major. From the Sociology-Anthropology Department, the student must take SA 105, SA 205, SA 352, *either* SA 301 *or* SA 302, one related course (from among SA 103, SA 191, SA 316, SA 355, SA 388), one 400-level seminar, and one other elective in Sociology-Anthropology.

From the Psychology Department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 225, PY 226, PY 325), another related course (from among PY 207, PY 208, PY 301), a 400-level seminar, and one other elective in Psychology. Consult respective department chairs for details regarding senior work.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in sociology/anthropology at a Middlebury School Abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 029 Becoming Fall
Mr. Napier

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-Cultural Anthropology Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined.
Ms. Basu

***SA 105 Society and the Individual: Issues in Freedom and Constraint** Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is the individual free to behave as he or she wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.) Ms. Burfoot

SA 170 Anthropology through the Arts Fall

Designed with non-majors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concerns and on films that analyze or describe major topics in socio-cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. Mr. Napier

SA 190 The Evolution of Humans and Prehistoric Cultures Fall

The aim of this course is to develop the critical analytic abilities of students. This is done by looking at explanations for how humans came to be the way we are as biological and sociocultural beings. We do this from an evolutionary perspective, paying particular attention to explanations of how our ancestors passed the following seven major milestones in our evolutionary past—1) the appearance of primates, 2) the move from the forest to the savanna, 3) the adoption of bipedalism, 4) the elaboration of human culture on the basis of the hunting-and-gathering, food-sharing, and tool-making complex, 5) the gradual development of locally adapted subsistence strategies and cultural diversity, 6) the emergence of agriculture, and 7) the founding of cities and states. 2 hrs. lect., 1 hr. disc., 1 hr. film.
Mr. Andrews

***SA 191 Introduction to Women in Social Thought** Fall

An understanding of the manner in which the distinction between the sexes serves as a basic organizing principle within human societies is essential to all social scientific investigations. This course will offer students an introduction to how social thinkers have dealt with this issue. First, a brief history of women in America will be covered. Second, we will examine explanations for and assumptions about sexual differences in the writings of major Western thinkers. Third, the contributions of contemporary social scientists to our understanding of women's secondary status will be studied. Fourth, we will evaluate several varieties of feminist thought.
Ms. Nelson

SA/FL 203 Languages of the World: The Indo-European Languages Fall

A survey of the geography and history of the Indo-European languages, including the external and internal histories of the Germanic languages, the Romance languages, and the Slavic languages. The course aims to give the student an understanding of the manner in which these languages are related to each other and how it all came about.
Mr. Chew

SA/FL 204 Languages of the World: The Non-Indo-European Languages, Including Arabic, Chinese and Japanese Spring

The course aims to give the student an understanding of the variety of linguistic structures that are found among the world's languages, plus an understanding of the relationship between language and culture, and of current theory concerning the origin of human speech. Mr. Chew

THEORY AND METHOD

SA 205 Topics in Social Thought—Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of a variety of Sociological and Anthropological theories.
Ms. Nelson

SA 301 The Research Process—Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.)
Mr. Rochford

SA 302 The Research Process—Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

[SA 304 Women, Culture and Society]

[SA 307 Social Movements and Collective Action]

SA 308 Sociology of Religion Fall

An analysis of classical and contemporary issues in the sociology of religion. Emphasis will be given to individual religiosity, the characteristics of religious institutions and organizations, the social functions of religion for society, religion and social change, and the changing role of religion in modern society. Specific topics will include: the dynamics of religious conversion and commitment; church, sect, and cult formation; the relationship of religion to other social and cultural institutions, factors influencing the rise of new religious movements, and the process of secularization.

Mr. Rochford

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus will be on American society. (This course will receive Teacher Education credit.)

Ms. Nelson

[SA 316 The Sociology of Youth]

[SA 338 Power and Authority in World Cultures]

[SA 345 Work, Leisure and Sport]

[SA 370 Sociology of Inequality]

[SA 380 The Anthropology of Religion]

[SA 385 Medical Sociology]

[SA 387 Sociology of Law]

SA 390 The Sociology of Women Spring

This course introduces students to some of the central theoretical approaches, methodological controversies, and substantive findings in the sociological analysis of women in contemporary society. Topics to be covered include women and work, the feminization of poverty, reproductive technology, child care policies, and political participation. Throughout the course particular attention will be paid to differences among women on the basis of class, race and ethnicity. Ms. Nelson

AREA STUDIES

[SA 321 Native Peoples of North America]

[SA 322 Native Peoples of South America]

SA 326 Latin American Culture and Society Spring

An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, subcultures, social stratification and value orientations.

Mr. Andrews

SA 332 African Peoples and Cultures Fall

Social history and ethnology of peoples and societies, principally of Sub-Saharan Africa. This course examines interrelations among kinship, economy, political organization, religion, oral literature, and expressive arts in adaptations to physical and social environments through the study of ethnographies of representative societies. The realities of the traditional ethnic or language groups, geographical regions and culture areas, histories of colonization, and modern national developments guide our inquiries into the subject.

Mr. Fairfax

SA 335 Chinese Society and Culture Fall

China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Basu

SA 336 Indian Society Spring

This course examines key aspects of social organization in contemporary India, and the relationship between these institutional structures and their ideological underpinnings. Family life, religious practice, and social and economic organization will be analyzed in both rural and urban settings, and ethnographic examples will attempt to expose students to the great diversity of ethnic and religious groups which comprise Indian society. The course will conclude with a consideration of the effects of economic change and industrialization on traditional institutions.

SA 367 African-American Anthropology Spring

This course will examine the continuities and transformations of both institutions and culture in New World communities of African descendants. We will focus both on Afro-Americans in the United States and those in other parts of the New World, specifically the Caribbean and South America, to appreciate common elements shared due to African heritage, and differences derived from contact with various European and Native American peoples. We will look at the impact of slavery and socioeconomic deprivations on institutions such as the family and churches, and on the very fundamental notion of racial or ethnic identity. Other topics include language and communication, folklore, music, and other aspects of expressive culture among Afro-Americans. Mr. Fairfax

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 341 Urban Anthropology Spring

This course is concerned with a developing field in anthropology. We will study the evolution of the subdiscipline of urban anthropology over the past few decades, and its importance within the context of increasing world urbanization. Our material will include studies of traditional cities and urban life, and work done on urbanization accompanying industrialization, Westernization, and modernization. Using examples from the Old and New Worlds, we will examine such topics as population movements to and from urban communities; adaptations through voluntary associations, social networks, and client relationships; ethnic and class interactions in cities; and implications of urban policy information. Mr. Fairfax

[SA 343 American Community Studies]

[SA 344 Urban Sociology]

SA 352 Social Psychology Spring

The purpose of this course is to examine the relationship between the individual and society. How individuals shape society and how societies shape individuals will be a central topic of concern. This dialectical relationship will be considered relative to the particular relationship between modern society and the modern individual. Emphasis will also be placed on the ways in which social structures affect the psychological well-being of the modern social actor. Ms. Burfoot

SA 354 Ethnic Groups in the United States Spring

This course will focus on the various ethnic groups that are found in the United States. Particular attention will be paid to (1) the relationship between ethnicity and personal identity, (2) the relationship between the various ethnic groups and the larger American society and culture, and (3) the implication of ethnic studies for theories of acculturation and culture change. Some of the major ethnic groups considered are African-Americans, Japanese, Jews, Hispanics and Indians. 3 hrs. lect./disc., 1 hr. film. Mr. Andrews

SA 355 Race and Ethnicity Fall

This course examines race and ethnicity as the basis for patterns of social interaction and social inequality in both western and non-western societies. Several current interpretations of ethnicity will be explored, including those which emphasize the institutional structures which support racial and ethnic inequality, conflict and competition over scarce resources and power, boundary definition and maintenance, and solidarity based on shared cultural understandings. Ethnographic examples will be drawn from Asia, Africa and the United States, and will include analysis of both contemporary and colonial settings. Ms. Basu

[SA 356 Anthropology of Change and Development]

SA 373 Anthropology of Music Fall

This course examines the phenomenon of music from the perspective embraced by ethnomusicology. This field, which draws heavily from musicology, sociology, and folklore as well as anthropology, considers the part music plays in the culture and social organization of diverse human societies. The class will review general concepts and techniques

in ethnomusicology. We will also study specific "music cultures"—involving the verbal and social behaviors, historical contexts, symbolic significances, and processes of creativity associated with musical performances—from the major regions of the world, including our own. Students in this class need not be musicians; an ability to listen to musical examples discriminatingly is required. (SA 103 or permission.) Mr. Fairfax

[SA 382 Symbolic Anthropology]

[SA 383 Introduction to Folklore]

SA 388 Deviance Fall

This course will examine various sociological theories, ways of thinking and understandings about the nature of deviant behavior and its causes. Specific forms of deviance to be examined include mental illness and crime. To be considered also are a range of institutions and agents of social control responsible for processing and treating deviant populations. In considering both the definition and control of deviance, emphasis will be placed on the socio-historical context in which that deviance occurs. Throughout the course, emphasis will thus be focused on what the study of deviance reveals about the nature of society. Mr. Rochford

SA 396 The Sociology of Death and Dying Spring

This course is designed to introduce the student to specific issues which have emerged relative to death and dying in the 20th century. The effects of technology on saving and destroying lives will be considered as will control over life and death decisions. Emotional dimensions of dying and bereavement will be discussed. Emphasis will be placed on the ways in which both traditional and modern societies have responded to the emotions. The topic of suicide will be discussed relative to feelings, explanations and help for the suicidal individual. Finally, the Hospice and broader Death Awareness Movement will be assessed.

Ms. Burfoot

SA 488 Seminar on the Sociology of Emotions Fall

This course explores the ways in which social structure and meaning affect both the production and expression of emotions, taking into consideration cross-cultural examples. Emotions to be considered include happiness, love, anxiety, and grief. Specific topics in the modern social structural environment will include the removal of affect from bureaucratically defined interaction, the commercialization of affect, and selected macro-micro comparisons (e.g., the modern fun-seeking or hedonistic movements vs. localized production of happiness and laughter, and group loss vs. individual loss of a loved one). Ms. Burfoot

SA 489 The Sociology of Mental Illness Spring

The course explores a variety of sociological issues and approaches to the study of mental illness. Among the issues considered are: 1) models of "madness" (i.e., medical model, labeling theory, socio-cultural origins of mental disorder); 2) characteristics of and historical trends in the social organization of mental health care (e.g., asylum, therapy, and community-based care); and, 3) contemporary controversies concerning the treatment of mental illness (e.g., deinstitutionalization).

Mr. Rochford

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission.

Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Staff

*Foundations Course

SPANISH

Professor: Alicia Andreu, Roberto Véguez *Assistant Professors* Eduardo Béjar (at Middlebury in Madrid) *Visiting Assistant Professor:* Gustavo Mejía *Instructors:* Gladys White, Max Parra *Lecturer:* Judith Liskin-Gasparro *Assistant:* Marisa Jiménez

In its program of studies in Spanish, the department of Spanish/Italian is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples

to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Upon approval, students may opt to study in Latin America. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas, such as HI 286, HI 287, HI 410, HI 411, and SA 326.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) SP 300; 2) courses at the 300 level (not including SP 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 level or from the 201–219–220 sequence may be counted towards the major. SP 356 may count toward the major. SP 101, 102, 103 and 201 do not fulfill the distribution requirement; either 219 or 220, but not both, may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 level or from the 201–219–220 sequence may be counted. SP 356 may count. Other requisites include SP 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SP 300. The deadline for applications is March 1. Students interested in attending the program in their junior year should consult the dean of the Spanish School, preferably before registration for fall semester of their sophomore year.

The following is a representative list of courses offered in the Middlebury Program for juniors in Madrid in the last few years.

Fall

338 Gobierno e instituciones españolas
339 Política española contemporánea
345 Historia de Latinoamérica contemporánea
348 Instituciones financieras españolas
408 Teoría y práctica de la traducción
465 Poesía española contemporánea

Spring

331 Fondo histórico de España
340 Arte en los museos de Madrid
342 La actualidad española
349 Sistemas políticos contemporáneos
410 El subjuntivo
461 Narrativa de la tierra en Latinoamérica

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an Honors candidate (SP 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SP 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad. The special project for SP 705 is a thesis.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 053 Visions of Alienation and Assimilation: Hispanic Writers in the United States
Ms. Liskin-Gasparro, Ms. Alvarez

SP 101 Intensive Beginning Spanish Fall

An introduction to the Spanish language that provides a foundation in both spoken and written Spanish. An integrated program, focusing on vocabulary development, conversation practice, and the rapid mastery of basic structures, encourages

students to develop skills in a personalized context. Six class meetings per week (three grammar/conversation classes, two drill sections, and one hour of language laboratory). This course may not be used to fulfill the Foreign Languages distribution requirement.

Ms. Liskin-Gasparro, Mr. Mejia

SP 102 Intensive Beginning Spanish Winter

A continuation of SP 101, required for enrolling in SP 103. This course may not be used to fulfill the Foreign Languages distribution requirement.

Staff

SP 103 Intensive Beginning Spanish Spring

A continuation of SP 102. Emphasis on increased oral proficiency in the language through continued conversation, vocabulary development, and mastery of structures. Films, Spanish-language television, and short contemporary prose and poetry selections will be used to strengthen students' listening and reading comprehension and enlarge their view of Hispanic life and culture. Six class meetings per week. This course may not be used to fulfill the Foreign Languages distribution requirement. Mr. Mejia, Ms. Liskin-Gasparro

[*SP 130 Latin American Literature: Chronicles of Change]

SP 201 Intermediate Spanish Fall

A course designed to consolidate the skills attained in SP 101–102 or its equivalent. Readings, discussions and compositions. This course may not be used to fulfill the Foreign Languges distribution requirement. Mr. Andreu, Ms. White

SP 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. One but not both of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement.

Mr. Parra, Mr. Véguez

SP 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines and other media. One but not both of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement. (Permission of the instructor.)

Mr. Parra, Ms. White

[*SP 231 Captains, Kings and Caudillos (in English)]

SP 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SP 219 or equivalent.)

Ms. Andreu, Mr. Parra

(SP 300, its equivalent, or permission of the instructor is a prerequisite for all other 300-level courses with the exception of SP 356 when taken as part of a concentration in Latin American Civilization.)

SP 301 The Literature of Spain from the Middle Ages to 1700 Fall

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the 16th and 17th centuries. Readings will include the great medieval epic of the Cid; the traditional ballads or "romances," representative selections from both the *Don Quijote* and its celebrated precursor, *La Celestina* as well as from other works from Spanish writers of the Renaissance and the Baroque. Mr. Véguez

SP 302 The Literature of Spain from the Eighteenth Century to the Present Spring

An introduction to the masterworks of Spanish literature from the 18th century to the present. We will examine the historical and cultural backgrounds of the period under study and discuss the literary works that best represent it. Students will be required to do class presentations, and to write papers.

Ms. Andreu

SP 303 The Literature of Spanish America from the Conquest to the Nineteenth Century Fall

A critical study of the development of Spanish-American letters from the arrival of the Spaniards in America to the 19th century period of struggle for independence. Ms. White

SP 304 The Literature of Spanish America from the Nineteenth Century to the Present Spring

A critical study of the development of Spanish-American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. Mr. Mejía

SP 356 Ideas and Cultures of Spanish America from the Conquest to the Present Fall

An analysis of major socio-political and cultural elements present in representative Spanish-American texts, from the initial period of the Conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish-American civilization. Mr. Mejía

SP 402 Cervantes y el *Don Quijote* Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. (Senior majors.) Mr. Véguez

SP 433 Contemporary Spanish American Short Story Fall

Nobel laureate Gabriel García Márquez attributes the essence of Spanish America's solitude to a "lack of conventional resources capable of making our reality credible." This course will examine how different narrative perspectives have risen to meet the challenge of communicating an incredible world. Readings will include short stories by García Márquez, Alejo Carpentier, Juan Rulfo, Julio Cortázar, Jorge Luis Borges and Reynaldo Arenas. Mr. Parra

[SP 440 Anti-Slavery Literature in Spanish America]

SP 442 Latin American Women Writers: Expanding the Canon Spring

This course will examine in detail several women writers from Spain and Latin America. A variety of critical approaches will be utilized to highlight the works of these women and to offer a reappraisal of their works in a feminist light. Ms. Andreu

SP 460 Love, Honor and Deceit in the Golden Age Theater Spring

This seminar will examine the nature of the Golden Age drama of Spain in plays by Lope de Vega, Cervantes, Tirso de Molina, Calderón and Ruiz de Alarcón. We will focus on the structure governing the plays and the representations of man's condition in a world of illusory nature. Special attention will be given to the themes of "honor" and "desengaño." Ms. White

SP 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SP 705 Seniors Honors Thesis Spring

Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

*Foundations Course

TEACHER EDUCATION

Associate Professor: Richard Dollase (chair)
Lecturers: Joanna Hall, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states. (However, some states

now require a teacher competency examination before certification will be granted.)

Alabama
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Indiana
Maine
Maryland
Massachusetts
Michigan
Nebraska
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
South Dakota
Utah
Virginia
West Virginia
District of Columbia
Overseas Dependent Schools

The initial Vermont professional certificate is probationary for a three-year period. After successful completion of three years of teaching, a continuing certificate is issued. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (Either PY 225 Child Psychology or TE 201: Critical Issues in American Education.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A Winter Term course on the methods and materials of teaching the arts at the elementary school level.
6) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Seminars/Workshops in physical education and health education.)
   TE 405–406–407 Student Teaching in the Elementary School.

Requirements for secondary certification (7–12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education. (Either TE 201: Critical Issues in American Education or TE 202: Issues in Adolescent Development.)
3) A Winter Term field experience course working as a teacher assistant in a secondary school.
4) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
5) The professional semester:
   TE 414 Problems and Methods of Secondary Education.
   TE 415–416–417 Student Teaching in the Secondary School.

The following Foundations of Education Courses are highly recommended:

PA 210 Philosophy of Education (See Philosophy)

SA 315 Sociology of Education (See Sociology/Anthropology)

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 014 Hard Choices Fall
Mr. Dollase

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice with emphasis on the developmental process and on how children reason and learn. Case materials and readings will focus on such issues as the best way to promote cognitive development and moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation and the rights

of teachers/students and the handicapped. Field work/research required of those planning to student teach at the secondary level.

Mr. Dollase

TE 202 Issues of Adolescent Development Spring

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent prejudice, new male/female roles, gifted education, juvenile delinquency and learning styles and learning problems of the adolescent. Field work is required for those planning to teach at the secondary school level. (Seniors must have permission of instructor to enroll.)

Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area.

Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. Mr. Dollase, Ms. Thurber

TE 305 Contemporary Topics in Higher Education Spring

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Open to sophomores, juniors and seniors.)

Mr. Dollase

TE 404 Curriculum Development in Elementary Schools Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405–406–407.) Ms. Hall

TE 405–406–407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415–416–417.)

Mr. Dollase, Ms. Thurber

TE 415–416–417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.)

Mr. Dollase, Ms. Thurber

6) Winter term courses in teacher education
Two winter term courses are regularly offered at Middlebury. They are:

Children and the Arts

A study at the elementary level of arts education programs, specialized arts instruction, the integration of the arts into classroom activity and community arts resources, with particular emphasis on the value of the arts and on the creative process. Students will participate five hours a week in a local arts program for children. This course is required for students concentrating in Teacher Education at the elementary level. Ms. Hall

Field Experiences in Secondary Education

This course provides students with the opportunity to explore the possiblity of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as a teacher assistant. Tasks will vary but usually include observing classes, tutoring, directing small-groups works, etc. Students are required to be in the school 5 mornings per week (8:30–1:00). In addition, seminars will be held on two afternoons (1:30–3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the Teacher Education Office. Mr. Dollase

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15 of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15 of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

The Ninth Semester Program. Students who wish to gain teacher certification but are unable to complete the professional semester during their undergraduate years, may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre-practicum course requirements including 60 hours of field work at an elementary or secondary school, and meet the prerequisites for acceptance into the professional semester (see below). Tuition fee is $1000. In addition, students will be expected to live off-campus and to provide for their own housing and meals.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:

- successful completion of a freshman writing course;
- assessment by the Teacher Education Program staff of a student's language facility in methods and materials courses;
- achievement of a score of 500 or more on the mathematics section of the Scholastic Aptitude Test or passing a basic skills test in mathematics;
- assessment by the department chairman in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:

- an overall B average the semester before student teaching;
- a B average in field of major studies before student teaching;
- review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs for final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:

- satisfactory performance in field work in the school as an observer, tutor or teacher assistant;
- a sincere interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;
- possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:

1. For elementary certification, successful completion of TE 201 (or an equivalent course in the foundations of education), TE 205, TE 210, a winter term methods course in the arts and music, and a one-semester course in science.
2. For secondary certification, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
TE 404 Curriculum Development in Elementary Schools
TE 405–406–407 Student Teaching in Elementary Education
Secondary Education
TE 414 Problems and Methods in Secondary Education
TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM/VIDEO

Professors: Ted Perry (chair), Chandler Potter, Douglas Sprigg *Associate Professor:* Andrea Olsen *Assistant Professors:* Cheryl Faraone, Arthur St. Leger Grindon, Richard Romagnoli, Arthur Tsuchiya *Lecturer:* Penny Campbell, Donald Mitchell *Technical Director:* Richard Forman *Assistant Technical Directors:* Bryan Schofield, Virginia Croskey, *Costume Assistant:* Annmarie Davis

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue acting, directing, design, playwriting, dramatic literature, dance, film/video study, screenwriting, and video making.

All majors take the following courses: The Creative Process (TH 116), Junior Independent Project (TH 500), Senior Independent Project (TH 700).

In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance or film/video.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre program guides students towards an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and playwrights.

Students choosing the theatre emphasis will take Directing I (TH 214), Design (TH 211), and three courses in Drama (see below). Students will also select, in consultation with their adviser, four courses in either Performance or Design (see below).

Drama: Introduction to Drama Study (TH 106), Theatre History (TH 126), Contemporary Women Playwrights (TH 206), American Drama (TH 216), Modern Drama (TH 226), Twentieth Century Experiments (TH 306), Shakespeare (EL 321).

Performance: Acting I (TH 102), Acting II (TH 202), Acting III (TH 402), Voice for the Actor (TH 302), Movement Intentionality (TH 279), Production Studio: Performance (TH 210/220)*, Playwriting I (TH 218), New Plays: Playwright and Directors (TH 228), Spring Rep (TH 429)*.

Design: Design (TH 211), Lighting Design (TH 213), Costume Design (TH 325), Production Studio: Design (TH 219/229)*, Spring Rep (TH 429)*, Art History (AR 101), Studio Art I (AR 209), Studio Art II (AR 210).

(*Only one)

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through practice and studies in modern dance technique and choreography, history, theory, anatomy and kinesiology, and performance. Additional depth and range are achieved through work in theatre, art, music and philosophy. Independent projects in the junior and senior years consolidate learning in special areas of interest.

Dance History (TH 284), Aesthetics (PA 233) and three terms of technique above the 200 level are required for the dance emphasis. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THE FILM/VIDEO EMPHASIS

The studies of film and video are viewed in their broadest cultural implications and as independent art forms. While course offerings stress the historical and critical study of film, opportunities exist for students to make films (using video) in course work and in junior and senior independent projects.

Students who select a film/video emphasis take Film Form and Film Sense (TH 130) and Film History (TH 231). In addition, majors

select, in consultation with their adviser, four additional film/video courses taught within the department during the regular term. No more than two of these may be courses in video-making or screenwriting. Five additional related courses are required for the film/video emphasis; they are chosen, in consultation with the student's adviser, from among the college's offerings in 20th Century art, history, political science, literature, theatre, literary criticism, aesthetics, and American culture.

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. Honors, High Honors, or Highest Honors will be awarded based upon the quality of a student's work in courses, the quality of the Senior Independent Project, TH 700 and an overall assessment of their artistic work at Middlebury.

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advance course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 002 Word and Video: Making Journals/Autobiographies Fall
Mr. Perry

FS 011 The Expression of the Artistic Process: In One's Own Words Fall
Ms. Faraone

COLLEGE WRITING PROGRAM

If the student registers for the writing section, then *TH 130 (Film Form and Film Sense) fulfills the college writing requirement.

[TH 106 Introduction to Drama Study]

DEPARTMENTAL COURSES

***TH 116 The Creative Process: Theatre, Dance, Film** Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. (Open to freshmen and sophomores.) Ms. Campbell

TH 500 Intermediate Independent Project Fall, Spring

In their sophomore year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Proposals will conform to *Handbook* "500" course regulations, to the department's *Guidelines for Student Participation,* and to the stipulations in the *Producer's Guidelines,* all of which are available in the Wright Theatre Box Office. Staff

TH 700 Senior Project Fall, Spring

In their junior year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Staff

THEATRE COURSES

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.)
Mr. Bent, Mr. Romagnoli, Mr. Sprigg

[TH 126 Theatre History]

TH 202 Acting II Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive ap-

plication to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.)
Mr. Romagnoli

[TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present]

TH 211 Design Fall
Developing visual schemes from the idea through the sketch or model. Class discussion, demonstrations and exercises lead to several design projects by director/designer teams. Students with studio art experience have found this work to be interesting and challenging, but previous training in drawing is not necessary. (TH 116, or permission.)
Mr. Potter

[TH 213 Lighting Design]

TH 214 Directing I Fall
As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.)
Mr. Sprigg

TH 216 American Drama: Contemporary Playwrights Fall
The course will analyze new plays which have been produced since America's withdrawal from Vietnam. Plays by David Manet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann and others will be studied for their dramaturgical and theatrical values as well as their sociopolitical import.
Mr. Romagnoli

TH 218 Playwriting I Fall
Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experience and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, tempo, inflection. Readings and exercises will explore ways in which playwrights can use language to create a score or blueprint for that three-dimensional, temporal behavior which constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission.)
Mr. Sprigg

[TH 226 Modern Drama]

[TH 228 New Plays: Playwright and Director]

[TH 302 Voice for the Actor]

TH 306 Twentieth Century Experiments Spring
An exploration of radical theatre movements, their social and political implications, and some of the major theoreticians and practitioners beginning with the shift from Stanislavskian realism. Subjects include Meyerhold and the Soviet theatre, Appia, Artaud, Brecht, Living Theatre, Open Theatre, Grotowski, Bread and Puppet, Performance Group, Peter Brook, The Wooster Group, Mabou Mines, Robert Wilson, the Women's Movement.
Ms. Faraone

[TH 325 Costume Design]

TH 402 Acting III Spring
This course will serve as an intensive exposure for the performer to non-naturalistic acting, beginning with the Greeks, continuing through Shakespeare, Restoration and 18th century, and ending with contemporary absurdist playwrights. Emphasis is first on an emotional and intellectual understanding of the texts, then on their fullest physical and vocal expression. The course is designed for students who have had at least one of the courses in the acting sequence and some prior stage experience. (TH 102, TH 202 or TH 302.)
Ms. Faraone

TH 429 Special Topics: Spring Repertory Production Company Spring
This course forms the core of the *Spring Repertory Company* which may include actors, choreographers, designers, directors, playwrights, scene and costume technicians, and stage managers. There will be three to five productions in various modes and spaces. The practical work will be supported by workshops introducing basic ideas and procedures in such areas as approaching the script, architecture of performance spaces, schedules and planning, lighting, sound, and technical/dress rehearsals. Admission by audition or interview during the fall term.
Mr. Potter, Mr. Sprigg, Mr. Romagnoli

PRODUCTION STUDIOS

[TH 210 Production Studio: Acting/Directing]

[TH 219 Production Studio: Design/Production]

[TH 220 Production Studio: Acting/Directing]

[TH 229 Production Studio: Design/Production]

TH 410 Special Topics: Fall Production Company Fall

This course will focus on two productions, a play and a musical. The Company will include students with varied interests (directing, designing, acting, technical production, costuming, stage management, etc.), and all will have opportunities for varied experience in all areas. The practical work will be complemented by weekly meetings introducing ideas in such areas as approaching the script, the work of the director or designer, casting philosophy, regional theatre, schedule planning and technical/dress rehearsals. Admission by audition or interview, beginning in May.

Ms. Faraone, Mr. Potter

TH 420 Special Topics: Spring Production Company Spring

This course will focus on the production of two plays, one of them *King Lear* featuring a guest artist. See TH 410 for further description. Admission by audition or interview in fall term.

Mr. Potter, Mr. Romagnoli, Mr. Sprigg

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An introduction to dance involving technique, improvisation and composition, anatomy, and history. Technique includes flexibility, strength, coordination, rhythm, and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Conceptual aspects of the discipline involve selected readings, films, and performance viewing.

Ms. Olsen, Ms. Campbell

TH 161 Advanced Beginning Dance Fall

These two semesters of work continue on into the craft of modern dance begun in TH 160. They provide the foundation of experiences needed in order to proceed with dance study at the intermediate level. A basic dance vocabulary is built in support of developing modern techniques with emphasis on increased endurance, rhythmic and coordination skills. Composition becomes a weekly focus as students investigate the basic elements of choreography and the relationships of music and dance. Readings, films and live performances are used as the basis for exploration of dance aesthetics. (TH 160 or permission.) Ms. Campbell

TH 162 Advanced Beginning Dance Spring

Continuation of TH 161. Staff

TH 260 Intermediate Dance I Fall

Concentrated intermediate level work in modern dance technique and choreography. Improvisation supports the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work are encouraged. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics — questions and values of paramount importance to the dancer/choreographer as artist. (TH 161 and 162.) Staff

TH 261 Intermediate Dance II Spring

Continuation of TH 260. Staff

TH 276 Anatomy and Kinesiology Fall

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to freshmen.) Ms. Olsen

TH 279 Movement Intentionality for the Stage Spring

An investigation of the correlation of movement to character, personality, behavior, emotion, and psychological states. Theoretical and practical understanding of how people move, why they move as they do, and what movement says (non-verbally and subconsciously) will be achieved through readings, exercises, discussions, studio work and special projects. The material will be specifically geared for application onstage by actors, directors, dancers and choreographers. Staff

[TH 284 Dance History]

TH 360 Advanced Dance I Fall

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected. Criticism

of class, film, and professional work helps in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261.) Staff

TH 361 Advanced Dance II Spring
Continuation of TH 360. (TH 360 or permission.) Staff

TH 380/381 Dance Company of Middlebury Fall, Spring
The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect 4 to 6 rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term. (Limited to sophomores through seniors, by audition.) Staff

TH 460 Special Topics in Dance: Experiments in Improvisation/ Collaboration Spring
Open to students with dance, theatre, film/video, and visual arts experience, this course will provide a foundation and structure for collaborative creation, refining and performance of work. Films and videotapes, readings and discussion will supplement practical work. Journals and project reports will be assigned to focus and sum up the projects undertaken. (Prerequisites: dancers—TH 161; musicians—MU 205; visual artists—AR 209; theatre—TH 102; film/video—TH 235; or permission of the instructor.) Ms. Campbell, Staff

FILM/VIDEO COURSES

***TH 130 Film Form and Film Sense** Fall
The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? How has the cinema been influenced by politics, economics and technology? What is the nature of film authorship? Why are film genres so popular with the audience? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Lectures, discussions and weekly screenings. Readings and papers required. One section fulfills the College Writing requirement.
Mr. Grindon

TH 231 Film History Spring
This course will examine the growth of the cinema on an international scale by concentrating on the establishment of the Hollywood film as the dominant international model and by studying the various influences on, or alternatives to, the Hollywood model offered by other national film cultures and/or movements, including the documentary film and the avant garde cinema. The course will survey the development of the cinema by screening influential works by distinguished filmmakers including Griffith, Eisenstein, Lang, Hitchcock, Welles, etc. In addition, the course will examine the method and practice of historical inquiry as it relates to film culture, emphasizing the medium as a developing art form and bearing in mind the influence of technology, economic institutions and the political and social context in which the films were produced and received. Mr. Grindon

[TH 232 Independent Cinema]

[TH 234 American Film Genres]

TH 235 Sight and Sound Fall
An experiential introduction to the ways in which moving images and sound can be used to convey information and express feelings. Using simple video camcorders, students will learn to create a number of short individual projects through weekly assignments and exercises. After gathering the raw material of moving pictures and sounds, participants will practice organizing their footage on the College's basic video editing system. Principles of working in a recordable, time-based visual and aural medium will emerge through students' making and sharing work on an ongoing basis. Both theoretical and practical topics will be covered. Techniques of camera work, sound recording, editing and lighting will be discussed. Limited critical and technical readings will be assigned, but the emphasis will be learning to control the plastic properties of the video medium to serve the maker's intention. The result should be a better understanding of how moving images (film, video, television) communicate. (Permission of the instructor.)
Mr. Tsuchiya

TH/EL 240 Screenwriting Workshop I Fall
This creative-writing course will explore the application of narrative craft to the filmmaking process. Key elements of drama—character, setting, point of view, plot and theme— will be discussed in light of the special characteristics of film as a narrative medium, so that students may shape their own scripts-in-progress in ways that exploit their filmic possibilities. The standard conventions of screenwriting will be presented, and the role of the screenplays in the development of film projects will be considered. Close study of selected films and published screenplays will supplement text readings;

students will develop a variety of shorter scripts, which will be shared and critically discussed in a workshop format. (Prerequisites: TH 130, or EL 107 or 175.) Mr. Mitchell

TH/EL 241 Screenwriting Workshop II Spring

Building on the skills acquired in TH/EL 240, students will attempt longer and more complicated screenwriting projects—including, where appropriate, feature-length screenplays. The various purposes of film treatments, synopses, sequence outlines, masterscene scripts and shooting scripts will all be explored; to better understand the dynamic interplay between film scripts and the processes of film production, students will have the opportunity to produce shorter scripts or key sequences from longer scripts, using video equipment. Class discussion will primarily focus on the critical evaluation of the students' own screenplays-in-progress, supplemented by text readings, screenings and published screenplays. (Prerequisites: TH/EL 240, or permission of instructor based on manuscript or videocassette submission.) Mr. Mitchell

TH 236 Television as Culture Fall

This course will study television as a cultural phenomenon arising from the interaction of the networks, sponsors, government agencies, as well as the programs and viewers themselves. The course will consider TV's influence on individual experience and its broad social impact. The student will be encouraged to reflect upon their personal interaction with the medium, how it has functioned in the past and how it can be improved. Other issues to be discussed include TV's historical development in the United States, TV's influence on public affairs and politics, the address of various program forms such as the soap opera, the talk show and music video as well as alternatives posed by video art and prospects for the future of television. Readings, essays and viewing required.
Mr. Grindon

TH 237 Japanese Cinema Spring

This course will center on the major directors of the Japanese cinema giving attention to their distinct cinematic style and their expression of values and concerns that are characteristic of Japanese culture. Mr. Grindon

[TH 238 Third World Cinema]

TH 330 Film and Modernism in the Arts Spring

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, oral reports and research papers. (AR 202 and TH 130.) Mr. Perry

TH 331 Sight and Sound II Spring

Students who have successfully completed TH 235 (Sight and Sound) may enroll in this course. They will use the College's advanced video facilities to create works that are more complex in idea as well as in technique. Each student will chose between an exploration of independent documentary concerns, experimental video forms, or the writing, directing, and editing of longer narrative works. Instruction will be provided on the use of three-tube and three-chip cameras, industrial grade ¾″ field recording units, and time code based editing. Students will have the opportunity to work with production crews assembled from the class members. Emphasis will be placed upon thorough preproduction research and planning in order to ensure that the student is able to complete the project he/she intends. The critical dialogue established in Sight and Sound I will be extended and augmented with limited readings and screenings of outstanding independently produced work. (TH 235 and permission of instructor.) Mr. Tsuchiya

[TH 332 Workshop in Film Criticism]

TH 333 History of Video Fall

In the early 1960's, video tape and recording equipment became available to non-broadcast and non-commercial users, and this new accessibility spawned the development, by artists and documentarians, of a new moving image medium: video. This course will examine the works themselves, as well as the theories which developed to support and transform video. Screenings, readings, reports, and research papers. Mr. Perry

[TH 334 Politics and Film]

[TH 335 Voyeurism and Cinema]

TH 336 Women and Film/Video Spring

Since the beginnings of the motion picture, women have been depicted in a number of different stereotypes, particularly as passive objects. Making use of appropriate films and recent feminist aesthetic theory, this course will examine the way in which films have represented women, while at the same time considering the cultural and ideological forces at work in the representations. In addition, the course will treat recent attempts to develop a more truthful portrayal of women, particularly in the films directed by women. Screenings, readings, written and oral reports. Mr. Perry

TH 337 Sight and Sound III Fall

A continuation of Sight and Sound II. In this course students work independently with the instructor on a singular approach to video. The choice of approach will result from their previous video-making experience. Student projects will make max-

imum use of the College's facilities. Attention will be paid to thorough pre-production preparation and the refinement of technical skill as appropriate to the project(s). Most important will be a directed effort to develop a personal aesthetic and sensibility to the video medium. Students will be asked to define a purpose and an audience for the work they produce. They will also be expected to articulate the nature of their artistic intentions. Although the running time of the finished student projects will be dependent on the particular nature of each student's chosen pursuit, it is expected that the work will be more intense and involving than in previous courses. (TH 331.) Mr. Tsuchiya

*Foundations Course

GRADUATE PROGRAMS

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology during the regular academic year. Inquiries about this program should be addressed to the chairman of the department. Graduate students may be enrolled only upon recommendation of the department in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B– or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,500 in 1988–89.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses in literature, writing and theatrical arts leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each spring, contains further information about application and registration. Inquiries should be addressed to the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non-fiction and poetry, but does not lead to a degree. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the session.

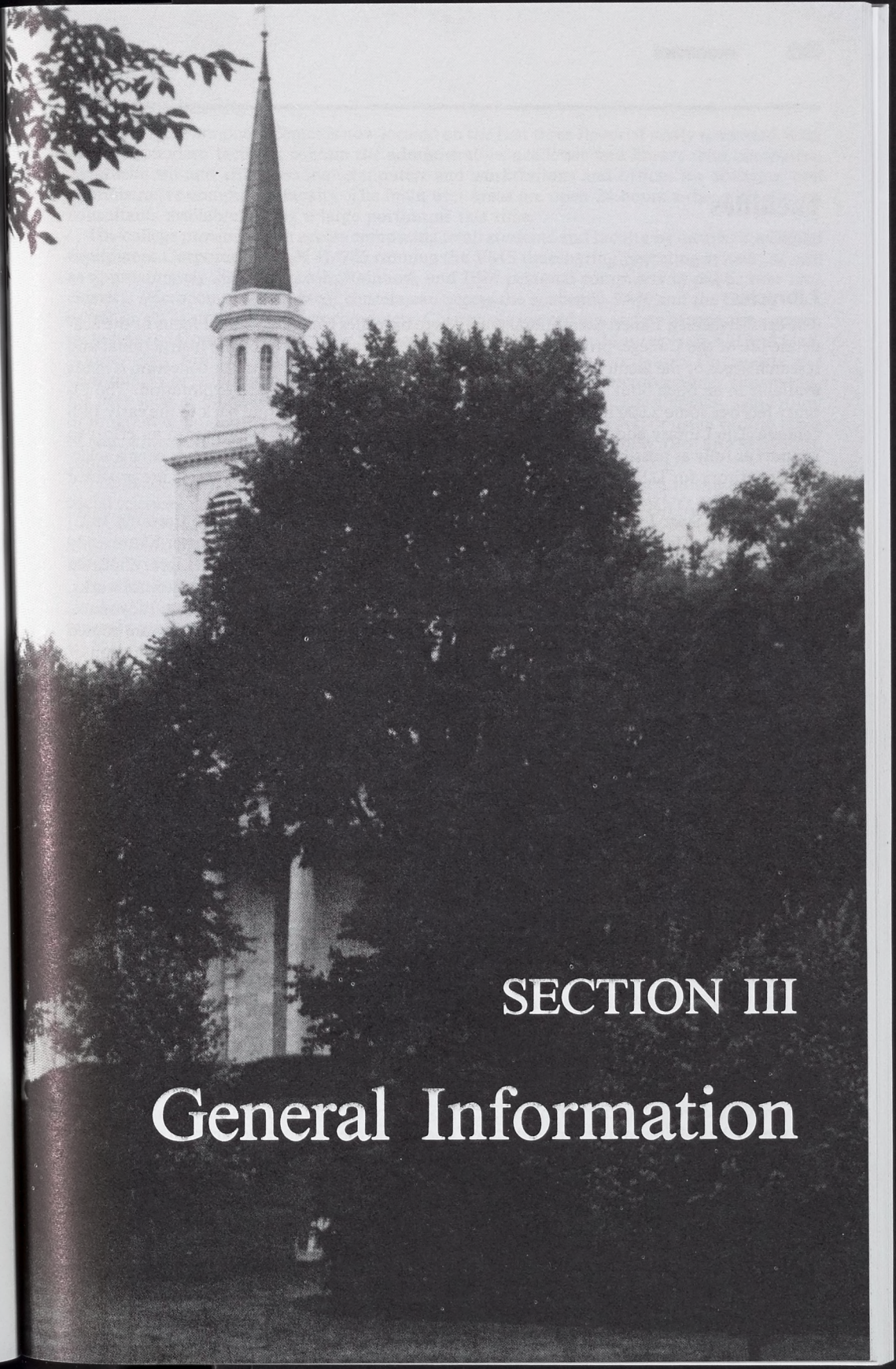
Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admission to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

(The undergraduate program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require an additional summer of work following the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of The Language Schools.



SECTION III

General Information

Facilities

Libraries

The central facility, Egbert Starr Library, and three branches constitute a vital focus of the academic life of the College, providing materials and services in support of the instructional and research needs of the faculty and students. Including nearly 600,000 items, the collection is made available in an open bookstack arrangement which invites browsing and exploration. The Library receives some 2,000 journals and newspapers, with holdings dating back to the early 18th century. The Library adds 15,000 or more volumes to its collections each year in an effort to support as fully as possible a wide-ranging curriculum. Since 1884 the Library has been a selective depository for U.S. Government documents. Generous daily hours of access are provided in all facilities.

The Egbert Starr Library was erected in 1900 and had been enlarged three times, in 1925, 1962, and 1979. The building includes 600 seats for public use and provides an after-hours study area. The seating is varied and is distributed throughout the facility. The Music Library, located in the Johnson Memorial Building, contains some 25,000 items, including music reference works, recordings (audio and video), and scores. Listening and viewing facilities, as well as study space, are provided. Books and periodicals relating to biology, chemistry, geology, and physics are housed in the Science Center Library. This collection numbers nearly 40,000 volumes. A collection of 75,000 maps, administered by the Library, is also housed in the Science Center. The Davison Library on the Bread Loaf Campus contains 4,000 volumes relating to English language and literature to serve students in the summer program of the School of English.

Special holdings of the Library include the Abernethy Library of American Literature, the Vermont Collection, the College Archives, general rare book and manuscript materials, the Flanders Ballad Collection, and the Vermont Archive of Traditional Music. The Abernethy Library contains more than 15,000 volumes, chiefly in first edition, and manuscripts of 1,200 authors. Especially strong are the materials relating to Thoreau, Emerson, Frost, and William Carlos Williams. In recent years, additions to the collection have concentrated on northern New England authors. The Flanders Ballad Collection and the Vermont Archive of Traditional Music focus on the folk music traditions of New England. These collections include extensive field recordings, song and dance tune compilations, broadsides, chap-books, and songsters, as well as some 3,000 book and journal volumes on folklife traditions in Europe and America.

A full range of services is offered to faculty and students to aid in the exploitation and interpretation of the Library's resources, including reference assistance and instruction in library use and information access. The latter takes place both in the context of many courses and on an individual basis. The Library's operations and services are supported by a computer-based system installed in 1986 which provides automated acquisitions, borrowing records, cataloging, and an online public access catalog which can be queried from locations throughout the campus.

Cognizant of the impossibility of local self-sufficiency in an environment of rapidly expanding information sources, the Library increasingly looks outward. Through the online catalog, users can search the holdings of the Vermont State Colleges and the Vermont Department of Libraries, as part of a developing state network. Similar access to the University of Vermont Library will be offered in the near future. Middlebury has long been a participant in the Online Computer Library Center (OCLC), a national system devoted to computer-assisted bibliographic services. The searching of remote databases through such vendors as BRS Information Technologies, DIALOG Information Services, Wilsonline, and Vu-Text, as well as extensive interlibrary loan service, are provided to students without charge.

Computer Facility

The Ballenger Computer Center is now located on the first three floors of newly renovated Voter Hall. It's modern facilities contain the administrative, academic and library mini computers, 75 Macintosh and IBM personal computers and workstations and offices for academic and administrative computing faculty. The main user areas are open 24 hours a day with student consultants available during a large portion of this time.

The college provides open access computing to all students and faculty by means of a Digital Equipment Corporation VAX 11/785 running the VMS timesharing operating system, as well as approximately 200 Macintosh, Rainbow, and IBM personal computers in public user area clusters. Microcomputers in most clusters can access the academic VAX and the library VAX as well as act as stand-alone microcomputers. Clusters are located in a variety of areas on campus, including the Computer Center, the Science Center, Starr Library, Munroe Hall, Gifford Hall, Warner Hall, Milliken Dormitory, Battell Dormitory, and North Dormitory. Dot matrix and laser quality printing are available. Three of the clusters double as microcomputer classrooms, for uses such as laboratories involving accessing the VAX for statistics, graphics, simulation, or programming; sharing writing experiences across a local area network; or using various types of educational courseware. Transfer of text files among the VAX, Rainbow, IBM and Macintosh computers is supported.

The academic VAX is used heavily, especially for courses and research in the natural and social sciences. Languages supported on the academic VAX include BASIC, C, FORTRAN 77, LISP, MODULA-2, Pascal, PROLOG, and VAX-11 Assembly Language; statistical packages include SAS, BMDP, and MINITAB; symbol manipulation packages include MACSYMA and MAPLE. The EUNICE operating system is also available.

In addition to the facilities available to the entire College community, there are computers involved in specific projects and subject areas. In the Science Center there are numerous computers in use for data acquisition and analysis, including a Digital Equipment Corporation Micro VAX II color workstation used for astronomical image processing. A Sun 4/280 file server with one Sun 4/110 Cobra color workstation, and ten Macintosh II workstations running A/UX (seven with color monitors) are available for computer science coursework and research, and graphics applications.

All students are encouraged to use the computing facilities for their regular course work and for their own projects. At any given time, students from all four divisions can be found working on a surprising variety of projects, from evaluating the validity of complex logical arguments for a philosophy assignment to displaying three-dimensional surfaces for a senior thesis to statistical analysis of data on the growth of the American economy to word processing in Russian. During the freshman orientation period, the computing facilities are introduced, and classes on word processing are offered. Students also have the opportunity to become very involved in computer usage on campus as computer consultants.

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The ongoing microcomputer resale program offers microcomputers for sale to full-time students, faculty, and staff, at greatly discounted prices, several times per year. Students on financial aid can receive an additional subsidy in line with their financial aid package, and all full-time members of the College community are eligible for interest free loans for the purchase of microcomputers. Students with microcomputers in their rooms can use them to access both the academic and library VAX.

Middlebury College is on the international computer network, BITNET. Any user of the academic VAX may communicate quickly and easily with colleagues and friends at other institutions on BITNET or on one of the many other networks with gateways to BITNET.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating twenty-seven students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College. These houses were renovated in 1989.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the Student Employment Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses one hundred and six students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and sixty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell. It has since been augmented by the construction of a library, little theatre, and other housing accommodations; by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees; and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center. In 1985, 623 acres of heavily wooded lands adjacent to the Bread Loaf Campus was given to the College by Al Edwards, longtime friend of Robert Frost and Middlebury College.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts Department for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director. Carr Hall also houses faculty offices and campus security.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-three students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three student suites, attractive reception rooms and offices for Publications, Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a game room and late-night snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus and housing one hundred and fifty-eight students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College. Gifford Hall renovated in 1989.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804–05 through Peter Starr (member of the Board 1819–1860), Charles J. Starr (member of the Board 1855–1893), and M. Allen Starr (member of the Board 1898–1932). Hadley Hall is a residence for one hundred and sixty-six students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and sixty-six students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1988.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970—most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead 1864, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of 48 bells, gift of Allan R. Dragone '50 and his wife Jane, which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred and eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

North Dormitories (1986). Located at the north end of the campus it is a three unit, three story residence hall constructed of grey limestone. It houses 133 students. It was designed by Edward Larrabee Barnes.

Old Chapel (1836), built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President and Vice Presidents, the Treasurer, the Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1987, it is a dormitory housing fifty-eight students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and an Emergency Room staffed 24 hours a day.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal or oil to generate steam for distribution to all main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Director of Operations, Business Manager, and the departments of Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" — Painter, Old Chapel and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1987 and is a dormitory housing seventy-three students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 236.

Neil Starr Shelter (1963) is described on page 242.

Starrfields. A gift of Egbert C. Hadley, '10, LL.D. '68 and Marjorie F. Hadley, this 46-acre property adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and sixty-six students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty-one cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Alexander Twilight Hall, at the foot of the college hill near Middlebury's village center, was built in 1867 and used until 1982 as a Middlebury public school. The College purchased and completed renovations in 1986. It houses the offices of the Classics, Philosophy and Teacher Education departments, and the programs in Linguistics and Japanese. Extensive classroom facilities include a 109-seat auditorium also used for film/video screenings, including the College St. Film/Video Series. The College Information Center on the ground floor provides infor-

mation and directions to visitors to the campus. Twilight Hall's name honors Alexander Twilight (Class of 1823), the first black graduate of Middlebury College—in fact, of any U.S. college; he later made his career as a teacher and minister in Vermont.

Voter Hall (1913) is named after the late Perley C. Voter, for many years Professor of Chemistry at the College. Voter Hall, after a major renovation in 1988, serves as the home of both academic and administrative computing as well as a residence hall for 25 students who live in suites.

Warner Science Hall (built in 1901 and completely renovated in 1977) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Dean of Admissions and Director of Financial Aid.

Wright Memorial Theatre (1958) includes a 400-seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymnasium** accommodates basketball courts, dances, badminton and volleyball courts. The field house also includes the **Walter "Duke" Nelson Ice Arena**, tennis courts, the Caswell Weight Room, the Kolligian Training Room, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts. An extensive fitness center was added in 1989.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts, and a one-ninth mile indoor track.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4250-foot triple chair lift, a 4200-foot double chair lift, an 1800-foot double chair lift, and fourteen trails and slopes. In the fall of 1984, snow making equipment was installed to assure skiing as soon as the cold weather arrives. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass-walled main floor, balcony and terrace afford a magnificent view of the lifts and slopes. Cross-country ski trails con-

nect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1989–90:

Comprehensive Fee	$19,000
Student Activities Fee	160
Health Insurance (optional)	146

It is estimated that for the average student additional personal expenses including books and supplies amount to $1390. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $1400 room and $1600 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 15,** and the second **January 16.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills, as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1700. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $48 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $400 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $24 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200 but may receive refunds as follows:

1st week of term	80% of additional charges
2nd	60%
3rd	40%
4th	20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Stafford Loan Program (formerly Guaranteed Student Loan), Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In recent years, the College has provided aid to all students with financial need to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Using information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen must complete the Middlebury College Financial Aid Application that is included in the Admission application. The family should file the Financial Aid Form (FAF), Side I and Side II, with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' and their own most recent Federal Tax return, including business returns if filed. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re-applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copies of the parents' and student's tax returns, these forms give the basic documentation of a family's financial resources.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the Carl Perkins Loan (formerly the National Direct Student Loan), College Work-Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Stafford Loan (formerly the Guaranteed Student Loan), is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. Second, a student must also meet a self-help requirement during the academic year. The net summer earnings expectation for 1989–90 is $1,000 for entering freshmen and $1,200 for all other students.

Generally the self-help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual summer expectation to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

A student whose family level of financial need is great may qualify for a supplemental grant that replaces the loan component of the self-help requirement. College grants and scholarships are credited directly to a student's bill; Pell and state grants for which a student is eligible are credited as the funds are certified as available (Pell) or the check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

The more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, sample cases of "typical" financial aid applicants and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an

applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for deserving juniors and seniors studying Mathematics and Science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984, to be administered by the College's financial aid office for the benefit of students of Baltic descent including, without limitation, the countries of Latvia, Lithuania and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

The Beckwith Scholarship Fund. Established in 1985 by a gift of Edith Lee Beckwith '44 and Kenneth R. Beckwith '41 at the time of the 45th Reunion of the Class of 1941. Income to be used in support of financial aid for deserving students from the State of Vermont with preference given to students of Addison County.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey-Belmont. Income to be used to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey-Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey-Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income to be used for financial aid for a worthy recipient to be used for his/her four years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Harriett B. Blakeman '14 Scholarship Fund. Established in 1988 by the gift of the Estate of Harriett B. Blakeman '14 with income to be used annually for a scholarship award to an able and deserving student.

Edward L. Bond, Jr., Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Borgia Scholarship Fund. Established in 1986 by Jan Borgia for scholarship aid to graduate students in the Spanish School.

Howard Born German Scholarship Fund. Established in 1988 by the gift of the Estate of Howard Born with income to be used for scholarship aid to a student in the German Language School.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Elisabeth E. Brown '42 Scholarship Fund. Established in 1988 by the gift of the Estate of Elisabeth E. Brown '42 with income to be used to provide scholarship aid to a student from New Hampshire.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832, for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1936 100th Reunion Scholarship. To grow until 2036, at which time the income is to be used for scholarship aid to worthy and needy students.

Class of 1937 Fund. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the total endowment is $10,000. At that time, the annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 Memorial Scholarship Fund. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouck Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the paper industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

Easton Scholarship Fund. Established in 1988 by the gift of Nelson R. Easton '41 and has not yet notified us as to the purpose of the income.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Jake Booth Devins Scholarship Fund. Established in 1987 by Donald F. Booth '58 in honor and memory of his grandson, to provide financial assistance for a deserving minority student.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Ralph L. DeGroff '25 Scholarship Fund. Established in 1988 by the gift of Ralph L. DeGroff, Jr., with income to be used for a child from a middle income family from the State of New York.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldridge '11 Scholarship Fund. Annual income to support scholarships for students preparing to be teachers.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

The Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English. To be awarded to a student, male or female, young or old, who comes to Bread Loaf for the love of learning and the joy of reading and writing. This student should possess a life-long commitment to the ideals of liberal arts, and loyalty to the unique and pervasive spirit of the Bread Loaf School of English.

The Peter Stanley Firestone Memorial Scholarship Fund. Established in 1986 by Julie Nelson Firestone '63. Annual income to be used in support of financial aid to deserving students.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships to qualified students, with preference given to those who are graduates of Athens College, Greece, and for those of Scottish parentage who are graduates of schools located in Scotland.

Dr. Clyde G. Fussell '25 Memorial Scholarship Fund. Established in 1987, the recipient is to be a good scholar majoring in English or History, with preference given to a graduate of Spaulding High School, Barre, Vermont.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

Frederick B. & Louise M. Johnston Scholarship Fund. Established in 1988 by the gift of Frederick B. Johnston '48 with income to provide financial aid to qualified students as part of the outreach program for diversity in the student body.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Albert & Edna Karlik Scholarship Fund. Established in 1988 by the gift of the Estate of Albert L. Karlik with income to be used for scholarship aid.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Augmented by a commitment in 1987 from Mr. and Mrs. John Kruesi and friends of Dean Emerita Kelly. Income to be used for deserving students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

Dr. Michael Kolligian, Jr., '44 Scholarship Fund. Established in 1987 for deserving students.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

The Middlebury College Language Schools Fund. Established anonymously in 1987 to provide scholarship aid for teachers and prospective teachers attending the Middlebury College Language Schools, with preference given to teachers from school systems that do not provide support for graduate study.

The Midd-Vermont Alumni Association Scholarship. Awarded annually to a student from Addison County in need of financial support.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Income to be added to principal until the total endowment is $10,000. Then the annual income will be awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Ted J. Novak '50 Memorial Scholarship Fund. Established in 1988 by the gift of the Estate of Ted J. Novak '50 with income to be used for the purpose of a scholarship to an undergraduate participating in intercollegiate athletics.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students and friends, income to provide scholarship assistance for students at the Russian School.

The Bernard J. O'Keefe Scholarship Fund. Established in 1986. To be awarded annually to a writer of fiction or non-fiction who has published in either genre in national periodicals and/or newspapers.

The Charles J. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Pell Fund. Established in 1987 by Dr. C. Irving Meeker '50 and Katharine Pell Meeker '50 in memory of Mrs. Meeker's mother, Alice Eckert Pell, and father, David Ackerman Pell. Income from this endowment is used to support individuals who are pursuing careers in education and programs designed to improve the art of teaching.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq., of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club—Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of the late Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Scholarship Fund. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

Helen Coldwell Riccio Memorial Fund. Established by the gift of Leonard D. Riccio '29, income to be used for scholarships in the French or Spanish Department.

Leonard D. Riccio Memorial Scholarship Fund. Established in 1987 for deserving students.

Rice Family Scholarship Fund. Established in 1988 by the gift of Charles R. Rice '58 with income added to principal, until the family decides on a description for the scholarship fund.

Marjorie J. Robb Scholarship Fund for Summer Language Studies. Established in 1988 by the gift of Susan R. Weidner '69 with income to be used for most deserving students in any of the summer language schools.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

Robin Royle Memorial Scholarship Fund—Russian School. To be awarded annually to an outstanding student in the undergraduate division of the Russian School program.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

Ernest Simons Memorial Scholarship Fund. Established in 1987.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Strauss Family Scholarship Fund. Established in 1986 by Thomas W. Strauss to assist qualified students from New York City to attend Middlebury College. Income to be awarded annually.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta-Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta-Tuan Ch'en, guiding spirit behind and director of the Chinese School for thirteen years—in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr., '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment is $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13. Subject to reservation of life income.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

Lois Behrman Watson '51 Scholarship Fund. Established in 1987 to provide financial aid to language school teachers who are attending either the French, Russian, Japanese or Chinese Schools on the Middlebury campus, or the French School abroad.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival and Marion Wilds Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams, Jr., '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr., to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to an art major.

The Rae R. Croland and Goldie Kohlreiter Scholarship Fund. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to a student majoring in English.

Charles A. Frueauff Foundation Scholarships. Expendable funds for undergraduate financial aid for rural middle-income students.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

Reginald H. Jewell Scholarship Fund. Established in 1986 by the estate of Reginald H. Jewell.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. "To help deserving students."

The Ella N. Goodale Student Loan Fund. For women, established in 1989 by Adeline Florence Newman Reddick '24, in memory of her mother.

Joel B. Harris Student Loan Fund. A revolving fund of $7,922 for loans to Middlebury students.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

The Francis M. Newman Student Loan Fund. For men, established in 1989 by Adeline Florence Newman Reddick '24, in memory of her father.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Income from $8,158. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by participation in athletics and other student activities has contributed to the spirit of Middlebury.

American Institute of Chemists' Medal. For scholastic achievement in science and "potential for advancement in Chemistry as a profession," the winner is nominated by the faculty of the Chemistry Department to receive the 1967 American Institute of Chemists' medal awarded by the New England Chapter of the American Institute of Chemists.

John T. Andrews Memorial Prize in Philosophy. Established in 1987 by the Flint Charitable Trust in memory of Professor Andrews. To be awarded annually to the senior philosophy major who in the judgement of the department, is the best philosopher among his/her peers.

Bishop Atwood Historical Prize. Income from $406. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

Donald Everett Axinn Annual Prize. Established in 1987, to be awarded by the Writing Program faculty to a junior or senior student whose work has been distinguished and warrants special encouragement.

Baldwin Prize (formerly Optima Prize). Given by Mr. and Mrs. Roger Baldwin, 1927, in memory of Henry Hobart Vail as a token of appreciation for the education of their daughter Catherine Baldwin. The income of the fund to be given annually to the student in the junior class who may be chosen as best exemplifying the ideal type of Middlebury College student based upon character, scholarship and personality.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. $200 awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Byron E. Bermas, Jr., Prize. Income from $612. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $4,416. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859–1861.

Barbara Buchanan '62 – Alumni Association Award. Awarded to the graduating senior who has demonstrated a commitment to community service.

Reid L. Carr Prize. Income from $1,910. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Award. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Income from $1,274. Awarded to the student in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Income from $9,702. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Challenger Award. Endowed by the Anthony Penale Fund in memory of Christa McAuliffe and the crew of the shuttle *Challenger,* is awarded every summer to a rural English teacher attending the Bread Loaf School of English. It honors excellence in the craft of teaching, dedication to the development of the mind through learning, commitment to the process of expanding into consciousness the world of a child, and to connect that child to our common heritage and humanity.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically-related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. $13,083. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F. C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

The Martin Joseph Durkin III Memorial Award. Established in 1986 by family and friends. To be awarded annually to a graduating senior who has made a worthy contribution to the football team and exemplified those qualities of leadership, true sportsmanship, and academic achievement so admirably possessed by Martin Joseph Durkin III '54.

Eaton Prize. Income from $1,274. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,466 established in memory of Harry M. Fife, Professor of Economics, 1925–50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–1928, and Burt A. Hazeltine, Dean of Men, 1926–1938.

J. Rowland Illick Prize in Geography. Awarded to the geography major whose achievements best exemplify Professor Illick's standards of academic excellence and humanitarian concern. Established in 1986 by the friends, students, and colleagues of J. Rowland Illick.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

The C. J. Neil Kvasnak Family Award. Established in 1983 by the C. J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program of the International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior in the Department of Sociology-Anthropology for academic excellence and, where appropriate, for contributions to international understanding.

The Helen T. Lin Award for Excellence in Chinese. Established in 1986 by the family of Helen T. Lin, former director of the Chinese School. To be awarded annually to a student selected by the director and faculty of the Chinese School.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Merck and Company Award. For distinguished achievement in Chemistry at Middlebury and future promise in the field of medicine, the winner is selected by the faculty of the Chemistry Department to receive the 1966 Merck Index prize awarded by Merck and Company of Rahway, New Jersey.

The Camillo P. Merlino Award for Excellence. A gift of a book or record, not to exceed $100, to be awarded annually to an outstanding student in the Italian School. The Director of the School will select the student to receive the honor which will be given for achievement in either literature or history.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000, to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

The Ann and Edward Meyers Religion Prize. Established in 1986 by Mona Meyers Wheatley '56. To be awarded annually to a graduating senior who, in the judgment of the Religion Department Faculty, has given evidence of exceptional ability in understanding, expression and integration of ideas in the area of religious study.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500, awarded annually to the student who writes the best honors thesis in History or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Phi Beta Kappa Prize. Established by the Middlebury College Chapter of Phi Beta Kappa (Beta of Vermont) in 1968, on the occasion of its centennial. Awarded to that graduating senior, elected to Phi Beta Kappa, who, in the opinion of the faculty members of the Chapter, has demonstrated special attainments within and beyond the normal expectations of the curriculum which best exemplify Phi Beta Kappa's regard for intellectual excellence.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

The Richard C. Rapp '64 Memorial Football Award. Presented annually to the senior lineman who demonstrates determination to excel in his position.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Randi E. Stomstad '89 Memorial Award in Chemistry. Established in 1987 by the Chemistry Department, to be awarded annually to the graduating senior who best exemplifies Randi's spirit and enthusiasm for the undergraduate learning experience in Chemistry.

Mary Dunning Thwing Prize. Income on $1,910 awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,148 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $2,230, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Donald Everett Axinn Annual Public Lecture. Established in 1987, to be given to a poet or writer of distinction.

Jean Boorsch Lectureship. Established in 1971 in honor of Jean Boorsch, after 41 years of service to the French Summer School.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The Edmunds Fund. Income to be used annually for a lecture in the Social Sciences.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

The Hirshfield Film Endowment. Established in 1985 by Berte and Alan Hirshfield. To support lectures and presentations by video and film artists, scholars and industry professionals.

Hannah A. Quint Lectureship in Jewish Studies. Established in 1987 by Mrs. Quint and her son, Eliot Levinson '64.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

The Jessica Swift Lecture Series. Established under the terms of the will of Jessica Swift, an endowment to fund lectures by leading scholars in a number of areas.

Robert W. van de Velde, Jr., '75 Memorial Lecture Series. Established in 1981 by Mr. and Mrs. Robert W. van de Velde and friends of the family. The income to provide an annual lecture dealing with the confluence of public affairs (foreign and domestic) and journalism, particularly broadcast journalism.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course should normally be above the introductory level at the institution attended and must be passed with a grade of C– or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of courses needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and Ds at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Auditing. With advance permission of the instructor, a regularly enrolled student may audit other classes. The instructor establishes the conditions under which the student may audit. *A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion.* In no case may the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Vice-President for Academic Affairs or his/her designee. *In such cases there is no official audit status.*

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1700 in the 1989–90 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid. The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Accreditation: *Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.*

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

The College is continuing the effort to increase endowment critical to its current and future health. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate scholarships, while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

Endowed Professorships

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $1 million to $1.5 million for a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)

The Pardon Tillinghast Chair in History, Philosophy and Religion (1985)
The Donald Everett Axinn Chair in Creative Writing (1987)
The F. C. Dirks Professorship in Economics and Political Science (1987)
The C.V. Starr Professorship in Russian and Soviet Area Studies (1987)
The African Studies Professorship (1987)
The Kawashima Professorship in Japanese Studies (1988)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be known as the _____ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers—'earned income only to be used') for the purpose of _____ _____ If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Milton V. Peterson, '58, A.B. (1983) — Fairfax, VA
Chairman of the Board and
President of The Corporation
Owner, Milton V. Peterson Investment Co.

C. Irving Meeker, '50, A.B., M.D. (1979) — Portland, ME
Vice Chairman of the Board
Quality Assurance Officer
Maine Medical Center

Robert P. Youngman, '64, A.B. (1980) — New York, NY
Vice Chairman of the Board
President, Hovey, Youngman Associates, Inc.

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
President, AKZO America

W. Kyle Prescott, '49, A.B. (1978) — Montreal, Quebec
President-Owner, Prescott & Co. Ltd.

Jonathan O'Herron, A.B., M.B.A. (1980) — New York, NY
General Partner, Lazard Freres & Co.

Patricia Judah Palmer, '57, A.B. (1982) — Wellesley Hills, MA

Term Trustees

	First Elected	*Term Expires*	
Samuel Dewitt Proctor, A.B., M.Div., Th.D. Senior Minister (Retired) Abyssinian Baptist Church	1986	1991	New York, NY
Catherine R. Fallon, '57, A.B. Assistant Director of Alumni Relations Brandeis University	1982	1991	Weston, MA

Claire W. Gargalli, '64, A.B. Chairman and C.E.O. Equibank	1987	1992	Pittsburgh, PA
William E. Odom, B.S., Ph.D. Director of National Security, Hudson Institute	1987	1992	Alexandria, VA
Dort A. Cameron III '67, A.B., M.B.A. Partner, Bass Investment Ltd.	1983	1993	New York, NY
Ronald H. Brown, '62, A.B., J.D. Partner, Patton, Boggs & Blow	1988	1993	Washington, D.C.
Charles S. Moffett, '67, A.B., M.A. Senior Curator, National Gallery of Art	1988	1993	Washington, D.C.
Frederic W. Allen, A.B., LL.B. Chief Justice, Vermont Supreme Court	1988	1993	Shelburne, VT
Susan C. Crampton, A.B., M.A. Secretary of Transportation State of Vermont	1988	1993	Montpelier, VT
David E. Thompson, '49 Chairman of the Campaign for Middlebury	1989	1994	Panton, VT
James S. Davis, '66, A.B. President-Owner New Balance Athletic Shoe Inc.	1984	1994	Boston, MA
Sister Elizabeth Candon, B.A., M.A., Ph.D. Special Assistant to the President, Trinity College	1984	1994	Burlington, VT

Alumni Trustees

Reuben Mark, '60, A.B., M.B.A. President and C.E.O. Colgate-Palmolive Company	1985	1990	New York, NY
Judith Tichenor Fulkerson, '56, A.B.	1986	1991	Weston, MA
Jane Bryant Quinn, '60, A.B., L.L.D. Columnist Newsweek Magazine	1986	1991	North Salem, NY
Peter R. Decker, '57, A.B., M.A., Ph.D. Rancher	1988	1991	Denver, CO
Patricia Sherlock Davidson, '59, A.B., M.A.T., C.A.S., Ed.D. Professor of Mathematics University of Massachusetts	1989	1994	Arlington, MA
Churchill G. Franklin, '71, A.B. Senior Vice President Acadian Asset Management	1989	1994	Boston, MA

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D. (1969, 1984)	Wilton, CT

Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D. (1956, 1973)	Worcester, MA
Alice Guest Howson, '30, A.B., M.A., Litt.D. (1948, 1979)	Bloomfield, CT
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Hilton A. Wick, A.B., LL.B. (1969, 1984)	Burlington, VT
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Vero Beach, FL

Officers of the Corporation

Milton V. Peterson, '58, A.B. (1983) Chairman of the Board President of the Corporation	Fairfax, VA
C. Irving Meeker, '50, A.B., M.D. (1979) Vice Chairman of the Board	Portland, ME
Robert P. Youngman '64, A.B. (1980) Vice Chairman of the Board	New York, NY
David W. Ginevan, B.S., M.Ed., M.B.A. Treasurer of the Corporation	Middlebury, VT
W. Kyle Prescott Secretary of the Corporation	Montreal, Quebec
Betsy M. Etchells '75 Assistant Secretary of the Corporation	Middlebury, VT

Academic Administration and Staff (1989–1990)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Executive Assistant to the President	Betsy M. Etchells, A.B. (1981, 1988)

Academic Program

Provost and Vice President for Academic Affairs	Bruce B. Peterson, A.B., Ph.D. (1962, 1985)
Associate Provost	Jane Margaret O'Brien, A.B., Ph.D. (1980, 1988)
Administrative Assistant to the Provost	Sandra LeGault, A.B., M.A. (1977, 1984)
Vice President for Foreign Languages and Director of the Language Schools	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	Ann Hanson, A.B., Ed.M. (1988, 1989)
Assistant to the Dean of the College	James Terhune, A.B. (1987, 1989)
Dean of the Faculty	John M. McCardell, Jr., A.B., Ph.D. (1976, 1985)
Secretary of the Faculty	Judith Nelson, A.B. (1988)
Director of Academic Computing	David Dexter, B.S., Ph.D. (1989)
Assistant Director of Academic Computing	Howard C. McCausland, A.B., M.A. (1989)
Assistant Director of Academic Computing	Sheldon Sax, A.B., M.A. (1984, 1987)
College Curator and Director of the Johnson Gallery	Richard A. Saunders, A.B., M.A., M.Phil., Ph.D. (1985)
College Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian (Acting College Librarian August–March)	Hans Raum, A.B., M.L.S. (1975, 1977)
Acting Associate Librarian	Judith Watts, A.B., M.L.S. (1980, 1987)
Reference Librarian/Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Reference Librarian/Instruction Librarian	Stephen Plum, M.L.S., M.A. (1983)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Systems Librarian	Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)
Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)
Collection Development Librarian	Joanne Lopez, A.B., M.L.S. (1981)

Music Librarian	Jerry McBride, B.M., M.M., M.L.S. (1986)
Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1988)
Associate Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Assistant Dean of Students	Martha L. Mathis, B.S., M.S. (1985)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	John T. Walsh, A.B., M.A., M.Div. (1986)
Dean of Admissions	Fred F. Neuberger, A.B. (1950, 1985)
Director of Enrollment Planning	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979, 1982)
Associate Director of Admissions	Kathy M. Lindsey, A.B. (1983, 1989)
Associate Director of Admissions	Carolyn L. Perine, A.B. (1973, 1982), part-time
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions	Geoffrey R. Smith, A.B., M.Ed. (1986)
Associate Director of Admissions and Director of Minority Recruitment	James H. Williams, Jr., A.B. (1983)
Special Assistant to Dean of Admissions	Eleanor H. Collins (1964)
Assistant Director of Admissions; Coordinator of Admissions Outreach	Caroline S. Donnan (1986, 1987)
Assistant Director of Admissions	Anya Pori, A.B. (1988, 1989)
Assistant Director of Admissions	Catherine Booras, A.B. (1988)
Admissions Counselor	Xavieria E. Atkins, A.B., M.Ed. (1984)
Admissions Counselor	Barbara Marlow, A.B. (1983)
Director of Campus Security	Peter S. Chenevert (1988)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., Ed.M. (1981)
Associate Director of Career Counseling and Placement	Darlyn P. Martin (1963, 1985)
Associate Director of Career Counseling and Placement	Valerie B. Szymkowicz, A.B., M.Ed. (1984)
Director, Counseling and Human Relations Center	Gary F. Margolis, A.B., Ph.D. (1972)
Psychological Counselor; Coordinator of Psychological Testing and Evaluation	Brenda Andrieu, A.B., Ph.D. (1988)
Assistant Director, Counseling and Human Relations Center; Coordinator of Health Education	Marianna McShane, A.B., M.A. (1982, 1987)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)

Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)
Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)
Assistant Director of Financial Aid	Kathleen O'Meara (1981)
Medical Director of the George Parton Health Center	Ruth K. Grant, M.D. (1986)
Administrative Director of the George Parton Health Center	Nancy S. Cutting, R.N. (1983) (1986)
Student Activities Director	Catherine Walsh, A.B., M.A. (1988)
Director of Student Employment and Volunteer Services	Tiffany Sargent, A.B. (1985, 1989)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Development	Amy Hastings, A.B., M.A. (1984, 1988)
Director of Alumni Relations	Hugh Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Sports Information	Max P. Petersen, A.B. (1962)
Director of Capital and Planned Gifts	Michael D. Schoenfield, A.B., M.Ed. (1983, 1987)
Director of Alumni Giving	Susanne Shaw, B.A. (1984, 1989)
Director of Research and Records	Kim Ehritt Smith, B.A. (1982, 1988)
Director of Foundation and Corporate Relations	Susan Veguez, A.B., M.A. (1972, 1984)
Director of Special Gifts	Mona M. Wheatley, A.B., M.Ed. (1980, 1989)

Business Management

Vice President for Administration and Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Assistant Treasurer	Thomas J. Corbin, B.B.A. (1989)
Purchasing Agent	Howard W. Brush (1980, 1983)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Assistant Personnel Director	Shirley Fisler (1974, 1984)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	Philip A. Yauch, B.B.A., C.P.A. (1989)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)

Associate Comptroller and Director of Budget Administration	Rhoda M. Rader, B.S. (1979, 1989)
Publications Coordinator and Reprographics Manager	Steven K. Metzler, B.S., M.A., M.F.A. (1989)
Manager of Mail Services	Eileen M. Rollinson (1969)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Director of Dining Services	Ted A. Mayer (1987)
Assistant Director of Technical Support	Arthur J. Thorne (1968, 1980)
Director of New Construction and Major Renovations	Gerald Vaillancourt (1983, 1984)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Asst. Director of Athletics; Coach: Men's Basketball, Golf	Russell L. Reilly, A.B., M.Ed. (1977)
Asst. Director of Athletics; Coach: Women's/Men's Tennis	Gail Smith, A.B. (1977)
Coach: Skiing, Cross-Country	Terry L. Aldrich, B.S. (1975)
Coach: Women's Basketball, Asst. Coach: Women's Field Hockey, Asst. Intramural Director	Amy Backus, B.S. (1987)
Coach: Men's Hockey, Women's Soccer	William Beaney, B.A. (1986)
Coach: Men's/Women's Track, Asst. Coach: Football	Martin Beatty, B.A. (1987)
Coach: Men's/Women's Alpine Skiing, Asst. Coach: Track	Bart Bradford, B.S. (1987)
Director of the Brown Pool, Coach: Men's/Women's Swimming, Asst: Women's Lacrosse	Mary Ellen Claffey, B.S. (1986)
Fitness Director, Asst. Coach: Football, Men's Lacrosse	Michael Gerber, B.S. (1987)
Director of Physical Education, Intramurals and Club Sports Coach: Men's Lacrosse	James A. Grube, A.B. (1978)
Coach: Football, Men's Asst. Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Field Hockey, Women's Lacrosse	Carson Hopkinson, B.S. (1977)
Coach: Women's Hockey Asst. Coach: Football, Baseball	William Mandigo, B.A. (1988)
Coach: Men's Soccer, Women's Squash	David F. Saward, B.Ed., M.Ed. (1985)
Asst. Coach: Women's Cross-Country Skiing and Track	Patricia Ross, B.S. (1988)
Coach: Baseball; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)

Director of Sports Medicine	Frank O. Bruch, A.B., M.D. (1977, 1984)
Athletic Trainer	Richard W. Waterman (1956)
Athletic Trainer	David P. Matthews, B.S., M.A. (1983)
Physical Therapist	Susan E. Murphy, A.B. (1976)
Physical Therapist	Barbara Conger, B.S. (1987)

Language Schools, Bread Loaf

Vice President for Foreign Languages	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	Elizabeth Karnes (1988)
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Dean of the School of Arabic	Thomas Huber, Ph.D. (1966)
Director of the Bread Loaf School of English	James H. Maddox, Ph.D. (1989)
Administrative Director of the Bread Loaf School of English	Hugh S. Coyle, M.F.A. (1987)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Chih-p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	John Berninghausen, Ph.D. (1988)
Director of the French School	Daniel Jourlait, Ph.D. (1986)
Dean of the French School	Mireille Barbaud-McWilliams, Ph.D. (1982)
Director of the School in France: Paris	Bethany Ladimer, Ph.D. (1977)
Director of the German School	Konrad Kenkel, Ph.D. (1987)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in Germany: Mainz	Constance Kenna, M.A. (1971)
Director of the Italian School	Edoardo Lebano, Ph.D. (1986)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Matuso Soga, Ph.D. (1988)
Dean of the Japanese School	Nobuo Ogawa, Ph.D. (1988)
Director of the Spanish School	Frank P. Casa, Ph.D. (1987)
Dean of the Spanish School	Gustavo Mejia, Ph.D. (1988)
Director of the School in Spain: Madrid	Eduardo Béjar, Ph.D. (1988)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Ann-Marie Basom, Ph.D. (1987)
Director of the School in the Soviet Union: Moscow (Fall Semester)	Karen Black, Ph.D. (1986)
Director of the School in the Soviet Union: Moscow (Spring Semester)	Alexandra Baker, M.A. (1967)

FACULTY (1988–89)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon), Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President and College Professor (1975)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Provost and Vice President for Academic Affairs (1985); Professor of Mathematics (1962)

Edward C. Knox, A.B., Wesleyan; Ph.D., Yale
Vice President for Foreign Languages; Director of the Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

Ann Hanson, A.B., Stanford; Ed.M., Harvard
Dean of the College (1988, 1989)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Dean of the Faculty (1988); Professor of History (1976)

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Associate Provost (1988); Associate Professor of Chemistry (1980)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Professor of Classics (1977)

Stephen Adolf; B.S., M.S., Stanford; Ph.D. University of Washington
Visiting Assistant Professor of Biology (1989)

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Julia Alvarez, A.B., Middlebury College; M.A., Syracuse
Assistant Professor of English (1988)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Professor of Art (1970)

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Professor of Spanish (1976)

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

Peter Andrews, B.Sc., University of Toronto; M.A., Ph.D., Cornell
Associate Professor of Computer Science (1987)

Richard T. W. Arthur, A.B., Oxford; M.A., McGill; Ph.D., University of Western Ontario
Assistant Professor of Philosophy (1985), on leave 1989–90

Amy Backus, B.S., Central Michigan University
Instructor in Physical Education (1987)

David Bain, A.B., Boston University
Lecturer in English (part-time) (1987)

Alexandra Baker, A.B., Hunter; M.A., Indiana University
Lecturer in Russian (1972), Director of the School in Moscow, Spring 1990

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Professor of Philosophy, on Associate Status (1976)

Robert L. Baker, A.B., University of Colorado; M.A., Ph.D., University of Michigan
C. V. Starr Professor of Russian and Soviet Studies (1967)

Cates Baldridge, A.B., Johns Hopkins; M.A., Ph.D., University of Virginia
Assistant Professor of English (1986)

Mireille Barbaud-McWilliams, Ph.D., University of Paris X
Assistant Professor of French (1979)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Ann Marie Basom, A.B., University of Minnesota; M.A., Ph.D., University of Wisconsin
Assistant Professor of Russian (1987)

Ellen O. Basu, A.B., Williams; M.A., Ph.D., Harvard
Assistant Professor of Anthropology (1985)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971)

William Beaney, A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin Beatty, A.B., Middlebury
Instructor in Physical Education (1987)

Angelika Behrooz, B.S., Cornell; Ph.D. University of Pennsylvania
Assistant Professor of Physics (1989)

Eduardo C. Béjar, A.B., B.Arch., Rice; M.A., University of Houston; M.A., Ph.D., University of Massachusetts, Amherst
Assistant Professor of Spanish (1985) Director of the School in Madrid, 1989–90

Barbara L. Bellows, A.B., M.A., Ph.D., University of South Carolina
Assistant Professor of History (1983)

Raymond E. Benson, A.B., M.A., Ph.D., University of Wisconsin
Adjunct Professor of Russian and Soviet Studies and Director of the American Collegiate Consortium for East-West Cultural and Academic Exchange (1987)

John D. Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Professor of Chinese (1976)

John A. Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Professor of Russian (1975), on leave 1989–90

Karen L. Black, A.B., Bryn Mawr, M.A., Harvard; Ph.D., Bryn Mawr
Visiting Assistant Professor of Russian (1987), Director of the School in Moscow, Fall 1989

Paul W. Blank, A.B., Oberlin; M.S., University of Wisconsin, Madison
Instructor in Geography (1986)

Suzanne Bocanegra, B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Art, Spring Term (1988)

Bart Bradford, B.S., Johnson State College
Instructor in Physical Education (1987)

Priscilla Bremser, A.B., Smith; M.A., Ph.D., Johns Hopkins
Assistant Professor of Mathematics (1984)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968)

Jean Burfoot, B.S., London School of Economics; M.A., University of California, Los Angeles
Visiting Instructor in Sociology (1988)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Associate Professor of Art, on Associate Status (1981)

Alison Byerly, A.B., Wellesley College; M.A., University of Pennsylvania
Instructor in English (1989)

Jeffrey Byers, B.S., University of Rochester; Ph.D., Dartmouth
Assistant Professor of Chemistry (1986)

Catherine P. Campbell, A.B., University of Washington; M.A., Ph.D., Stanford
Assistant Professor of Chinese (1986)

Penny Campbell, A.B., Bennington College
Lecturer in Dance (1985)

John J. Chew, Jr., A.B., Columbia; M.A., Ph.D., Yale
Kawashima Professor of Japanese Studies (1989)

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi, B.S., Seoul National University; M.A., The Korea Advanced Institute of Science; Ph.D., Princeton
Assistant Professor of Chemistry (1987)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Associate Professor of Geography (1978)

Mary Ellen Claffey, B.S., University of New Hampshire
Instructor in Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics, on Associate Status (1970)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
College Professor and Professor of History (1966)

Janine Clookey, B.S., SUNY at Buffalo; M.S., Brown
Visiting Instructor in Mathematics (1984), on leave 1989–90

Nancy Lee Coiner, A.B., St. John's College; M. Phil., Oxford
Instructor in English (1989)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Associate Professor of Geology (1979)

David C. Colander, A.B., M.A., M.Phil., Ph.D., Columbia
Christian A. Johnson Distinguished Professor of Economics (1982)

Susan C. Cook, A.B., Beloit College; M.A., Ph.D., University of Michigan
Assistant Professor of Music (1985), on leave 1989–90

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Professor of Economics (1977), on leave 1989–90

Cecile Vernier Danehy, D.V.E.G., Université de Dijon; M.A., University of Virginia
Visiting Instructor in French

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Professor of Political Science (1980)

Sergei Davydov, A.B., Charles University; M.A., Ludwig-Maximillian University; Ph.D., Yale
Professor of Russian (1976–78, 1988)

Janamitra Devan, B.Sc., M.B.A., Ph.D., Indiana University
Assistant Professor of Economics (1988)

Matthew Dickerson, A.B., Dartmouth; M.S., Cornell
Instructor in Mathematics (1989)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977)

Elizabeth Dore, A.B., Vassar; M.Phil., Ph.D., Columbia
Dana Faculty Fellow in Latin American History and Assistant Professor of History (1987)

David R. Dorman, B.S., Hobart; Sc.M., Ph.D., Brown
Assistant Professor of Mathematics (1984), on leave 1989–90

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968), on leave 1989–90

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford
Associate Professor of Physics (1983)

David C. Elbert, B.A., Johns Hopkins; M.S., University of Massachusetts
Instructor in Geology (1988)

John C. Elder, A.B., Pomona; Ph.D., Yale
Professor of English (1973), on leave 1989–90

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Frank Fairfax, A.B., University of Pennsylvania; M.A., University of Michigan
Instructor in Anthropology (1987)

Emory M. Fanning, B.M., Oberlin; M.M., University of Illinois; Mus. A.D., Boston University
Fletcher Professor of the Arts (1985)

Cheryl Faraone, B.A., M.F.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Tillinghast Professor of Religion (1964–65, 1969)

Linda Fink, A.B., Amherst College; M.S., University of Florida
Visiting Assistant Professor of Biology (1989)

William Frey, A.B., Villanova; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1987)

Philip Gasper, A.B., Queen's College; M.A., University of Calgary; M.A., Cambridge; Ph.D., Cornell
Assistant Professor of Philosophy (1988)

Michael C. Gerber, B.S., University of Maine, Orono; M.Sc., Syracuse
Instructor in Physical Education (1987)

John Shanklin Gilkeson, Jr., A.B., Amherst; M.A., University of Oklahoma; Ph.D., Brown
Dana Faculty Fellow in American Civilization with rank of Assistant Professor

Fabio Girelli-Carasi, A.B., M.A., Ph.D., University of Wisconsin
Assistant Professor of Italian (1984–85, 1986), on leave 1989–90

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Professor of Chemistry (1960), on leave 1989–90

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

James Grant, A.B., Hampshire College; M.A., University of Iowa
Assistant Professor of Music (1988)

Susan E. Gray, A.B., Earlham College; M.A., Ph.D., University of Chicago
Visiting Assistant Professor of History (1986)

Arthur St. Leger Grindon, A.B., University of California, Berkeley; M.A., Ph.D., New York University
Assistant Professor of Theatre (1987)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962–66, 1967), on leave 1989–90

Joanna S. Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Bob Hallahan, B.Mus. Ed., East Carolina University,
Artist-in-Residence, with the rank of Instructor in Music, Winter/Spring Terms (1990)

Lucy E. Harding, B.S., Stanford; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984)

Ursula Hardt, A.B., Coe College; M.A., University of Iowa
Visiting Instructor in German, Spring term (1990)

Guy Hedreen, A.B., Pomona; M.A., Ph.D. Bryn Mawr
Assistant Professor of Art (1989)

Ursula M. Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics, on Associate Status (1961)

Michael Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Diana E. Henderson, A.B., College of William & Mary; M.A., M. Phil., Columbia
Instructor in English (1986)

Claudia A. Henrion, A.B., B.S., Stanford; M.A., Ph.D., Dartmouth
Assistant Professor of Mathematics, on Associate Status (1985)

Robert W. Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

William Howland, A.B., M.A., University of Vermont; Ph.D, McGill
Assistant Professor of Northern Studies (1984)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966)

John Huddleston, A.B., Yale; M.F.A., San Francisco State University
Assistant Professor of Art (1987)

Terry R. Hummer, A.B., M.A., University of Southern Mississippi; Ph.D., University of Utah
Senior Editor of *New England Review/Bread Loaf Quarterly* and Associate Professor of English (1989)

John M. Hunisak, A.B., Williams; M.A., Ph.D., New York University
Christian A. Johnson Professor of Art (1970)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965), on leave 1989–90

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Ph.D., University of Iowa
Assistant Professor of American Literature (1981)

John P. Keenan, A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin, Madison
Visiting Assistant Professor of Religion (1986)

Linda K. Keenan, A.B., Grinnell College; M.A., Harvard
Instructor in Japanese (1986)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (1971, 1973) Director of the School in Mainz, 1989–90

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Ph.D., Princeton
Associate Professor of Political Science (1980)

Bethany Ladimer, A.B., Barnard; M.A., Ph.D., Columbia
Associate Professor of French (1977–1981, 1986), Director of the School in Paris, 1989–90

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Charles A. Dana Professor of History (1964)

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Professor of Biology (1977)

James Larrabee, B.S., Trinity; M.A., Ph.D., Princeton
Assistant Professor of Chemistry (1986)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Neil A. Leary, A.B., Macalaster College; M.A., University of Washington
Assistant Professor of Economics (1988)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Frederick C. Dirks Professor of Political Science (1966)

Helmuth Liebel, University of Mainz
Instructor in German (1987)

Ronald D. Liebowitz, A.B., Bucknell; M.A., Ph.D., Columbia
Associate Professor of Geography (1984)

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Dean of Students (1988); Assistant Professor of American Literature (part-time) (1981)

Judith Liskin-Gasparro, A.B., Bryn Mawr; M.A., Princeton
Lecturer in Spanish (part-time) and Assistant for Special Programs in the Language Schools (1986)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953–56, 1959)

Jen-mei Ma, A.B., Fu-Jen University; M.A., University of Kansas
Visiting Instructor in Chinese and Art (1988)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Associate Professor of History (1978)

Patricia Manley, B.S. Kent; M.A., M. Phil. Columbia
Instructor in Geology (1989)

Wolfgang Mann, A.B., Ph.D., Princeton
Visiting Assistant Professor of Philosophy (1989)

Marianne H. Marchand, A.B., M.A., Rijks Universiteit Leiden
Instructor in Political Science

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Associate Professor of English (part-time); Director of the Counseling and Human Relations Center (1972)

Edward A. Martin, A.B., Princeton; M.A., Ph.D., Columbia
Henry Norman Hudson Professor of English (1961), on leave winter and spring term 1989–90

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Professor of Mathematics (1976)

Tamar Mayer, A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985), on leave 1989–90

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Julian W. Abernethy Professor of American Literature (1977)

Gustavo Mejia, Licenciatura, Universidad de Los Andes; M.A., University of Essex
Visiting Assistant Professor of Spanish (1988)

Barbara Merz, A.B., Lancaster University; M.S., University of Western Ontario; M.S., University of Vermont
Visiting Lecturer in Mathematics and Computer Science (part-time) (1983)

Gary G. Meyers, A.B., Pomona; M.A., Claremont Graduate School; Ph.D., Stanford
Assistant Professor of Political Science (1984)

Brett Millier, A.B., Yale; Ph.D. Stanford
Assistant Professor of American Literature (1986), on leave 1989–90

Don Mitchell, A.B., Swarthmore
Visiting Lecturer in English (part-time) (1986)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Philosophy; C. V. Starr Professor of Language and Linguistics (1980)

Paul Monod, A.B., Princeton; M.A., M.Phil., Ph.D., Yale
Assistant Professor of History (1984)

Kevin M. Moss, A.B., Amherst; M.A., Ph.D., Cornell
Assistant Professor of Russian (1983, 1985), on leave fall and winter term 1989–90

Kenneth Myers, A.B., Cornell; M.A., M.Phil., Yale
Visiting Instructor in American Literature (1986)

David Napier, B.Phil., University of Louvain; M. Litt., D. Phil., Oxford
Associate Professor of Art and Anthropology, on Associate Status (1984)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Associate Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Associate Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Fred F. Neuberger, A.B., Middlebury
Dean of Admissions (1955)

Daniel Nolle, A.B., M.A., University of Missouri; M.A., Ph.D., Johns Hopkins
Assistant Professor of Economics (1987)

Charles A. Nunley, A.B., M.A., Middlebury; M.A., Princeton
Visiting Instructor in French (1988)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Charles A. Dana Professor of Philosophy (1962)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Professor of French (1977)

Nobuo Ogawa, A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Associate Professor of Japanese (1988)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Associate Professor of Dance, on Associate Status (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Associate Professor of Psychology (1979)

Patricia Pack, A.B., Barnard; M.A., Columbia
Lecturer, and Tutor-in-Writing (1981)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Donald Everett Axinn Professor of Creative Writing (1964); Director of the Bread Loaf Writers' Conference (1972)

Cynthia Packert, A.B., University of Pittsburgh; M.A., Ph.D., Harvard
Visiting Assistant Professor of Art (1987–88, 1989)

Archontis Pantsios, A.B., Bates College; M.A., SUNY Binghamton
Visiting Instructor in Economics (1989)

Jay Parini, A.B., Lafayette; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982)

Max Parra, A.B., Hunter College; M.A., New York University; M.Phil, Columbia
Instructor in Spanish (1989)

Barbara Penn, A.B., SUNY, New Paltz; B.F.A., San Francisco Art Institute; M.F.A., University of California, Berkeley
Artist-in-Residence, spring term (1990)

Edward S. Perry (Ted), A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

William P. Peterson, A.B., Dartmouth; M.S., Ph.D., Stanford
Visiting Assistant Professor of Mathematics (1989)

Michael Platt, A.B., Harvard; Ph.D., Yale
Visiting Associate Professor of Political Science (1989)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

Kirsten H. Powell, B.F.A. Ohio Wesleyan; M.Ed., Lehigh; M.A., University of Delaware; M.Phil., Ph.D., Columbia
Assistant Professor of Art (1983), on leave 1989–90

Ronald Powers, B.S., University of Missouri
Visiting Assistant Professor of English, part-time (1989)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Professor of English (1970)

Jonathan Price, A.B., Haverford; M.A., Ph.D., Princeton
Assistant Professor of Classics (1987)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Associate Professor of Physics (1980), on leave 1989–90

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

James Ralph, A.B., Middlebury; M.A., Harvard
Visiting Instructor in History (1989)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

Franco Ricci, A.B., Wayne; M.A., Ph.D., University of Toronto
Visiting Assistant Professor of Italian (1989)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972), on leave 1989–90

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

E. Burke Rochford, Jr., A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Sociology (1986)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Professor of Religion, on Associate Status (1971)

Richard Romagnoli, A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Associate Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

Kevin Salatino, A.B., Columbia
Visiting Instructor in Art (1989)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Richard A. Saunders, A.B., Bowdoin; M.A., University of Delaware; M.Phil., Ph.D., Yale
College Curator and Director of the Johnson Gallery with rank of Assistant Professor of Art (1985)

David Saward, A.B., University of London; M.S., Springfield College
Instructor in Physical Education (1985)

Sheldon C. Sax, A.B., Commerce University of Toronto; M.A., Simon Fraser University
Assistant Director of Academic Computing with rank of Instructor in Economics (1984)

Robert S. Schine, A.B., Kenyon College; M.A., Universität Freiburg i.Br.
Dana Faculty Fellow in Jewish Studies and Instructor in Religion (1985)

John C. Schmidt, A.B., Bucknell; M.A., University of California, Berkeley; Ph.D., Johns Hopkins
Assistant Professor of Geography and Geology (1988)

Peter Schmitz, M.F.A., Smith College
Visiting Assistant Professor of Dance, Spring Term (1986–87, 1988)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Assistant Professor of Mathematics (1983)

Paula Schwartz, B.A., Duke; M.A., Columbia
Instructor in French (1989)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Professor of Religion; Chaplain Emeritus (1951)

Sallie P. Sheldon, A.B., M.A., SUNY at Buffalo; Ph.D., University of Minnesota
Assistant Professor of Biology (1985), on leave 1989–90

Julie D. Simon, A.B., M.A., Wellesley
Visiting Instructor in Mathematics (1989)

Kathleen Skubikowski, A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, with rank of Assistant Professor of English (1987, 1989)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana University
Associate Professor of Italian (1981)

Pamela L. Small, A.B., California State University, Hayward; M.T., Children's Hospital, San Francisco; Ph.D., Stanford
Assistant Professor of Biology (1986)

Christine Smith, B.M., B.M.Ed., Ohio State University; M.M. University of Arizona; Ph.D., University of Kentucky
Visiting Assistant Professor of Music (1989)

Gail D. Smith, B.S., SUNY at New Paltz
Instructor in Physical Education (1986); Assistant Director of Athletics (1987)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Assistant Professor of Physical Education (1979)

Catherine M. Sokil, A.B., Yale; M.A., M.B.A., Indiana University
Instructor in Economics (1987)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976)

Katherine Sonderegger, A.B., Smith College; M.Div., S.T.M., Yale
Visiting Instructor in Religion (1987)

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Associate Professor of Chemistry (1983)

Marc M. Snyder, A.B., University of Illinois; M.A., Ph.D., Stanford
Assistant Professor of French (1989)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German, on Associate Status (1966)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
William R. Kenan, Jr., Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History, on Associate Status (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Christian A. Johnson Professor of Music (1965)

Stephen C. Trombulak, A.B., University of California, Los Angeles; Ph.D., University of Washington
Associate Professor of Biology (1985), on leave 1989–90

Arthur Tsuchiya, A.B., University of Minnesota; M.F.A., SUNY Buffalo
Visiting Assistant Professor of Video, Fall Term (1988)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

Gregory J. Vitercik, A.B., Columbia; M.A., Ph.D., SUNY at Stony Brook
Assistant Professor of Music (1986)

John T. Walsh, A.B., Southeast Missouri State University; M.A., San Francisco State University; M.Div., Pacific School of Religion
Chaplain (1986)

Steven Walstrum, B.S., Wheaton College; M.S., Ph.D., Cornell
Visiting Assistant Professor of Chemistry (1989)

Claire Watson, B.F.A., University of Texas; M.F.A., Tyler School of Art
Artist-in-Residence, fall term (1989)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

John Weeks, A.B., University of Texas, Austin; M.A., Ph.D., University of Michigan
Professor of International Politics and Economics (1987); Director of the Program in International Politics and Economics (1988)

Gladys White, A.B., Universidad de Antioquia; M.A., University of Washington
Instructor in Spanish (1989)

John Wilders, Ph.D., Cambridge University
John Hamilton Fulton Visiting Professor of the Humanities (fall and winter terms) (1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., M.Phil., Ph.D., Yale
Associate Professor of Art (1979), on leave 1989–90

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
Professor of Physics (1969)

Marc Witkin, A.B., Harvard; M.A., University of Chicago
Instructor in Classics (1988)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Alfred P. Sloan Resource Professor (1987); Professor of Physics, on Associate Status (1976)

Joanna Wayland Woos, A.B., Oberlin College; M.A., M.S., University of Kentucky; M.Phil., Columbia
Instructor in Economics (1988)

Phanindra V. Wunnava, B. Commerce and M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., SUNY at Binghamton
Assistant Professor of Economics (1985), on leave 1989–90

Don J. Wyatt, A.B., Beloit; M.A., Ph.D. Harvard
Assistant Professor of History (1986), on leave 1989–90

Oliver Larry Yarbrough, A.B., Birmingham-Southern College; B.A. (M.A.) Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale
Assistant Professor of Religion (1983)

Clara Yu, A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Assistant Professor of Chinese (1987), on leave 1989–90

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Assistant Professor of Italian (1982)

ASSISTANTS IN INSTRUCTION

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Maria Jimenez
Assistant in Spanish, part-time (1989)

Raphaëlle Nicolas
Assistant in French, part-time (1989)

Susanne Rudolf
Assistant in German, part-time (1989)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

EMERITI

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Brewster Baldwin, A.B., M.A., Ph.D.
Professor Emeritus of Geology (1958); Emeritus, 1988

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agrégé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Wendell F. Forbes, A.B., Middlebury
Associate Professor Emeritus of Physical Education (1962); Emeritus, 1987

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963; Director Emeritus of the Language Schools (1946); Emeritus, 1970

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

William Harris, A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus, 1988

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

J. Rowland Illick, A.B., Ph.D.
Professor Emeritus of Geography (1946); Emeritus, 1986

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor Emeritus of Physical Education (1956); Director Emeritus of Physical Education (1974); Emeritus, 1987

Duncan J. McDonald, B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus, 1985

Walter A. Moyer, Jr., B.S., Ph.D.
Professor Emeritus of Chemistry (1951–71); Associate Dean Emeritus of Sciences (1981); Emeritus, 1985

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Berthe O. Normano, Litt.D.
Lecturer Emerita in Russian (1960); Emerita, 1966

Edwin L. Pool, B.S., Ph.D.
Professor Emeritus of Chemistry (1954); Emeritus, 1988

Henry B. Prickett, A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus 1984

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

Charles P. Scott, A.B., B.D.
Chaplain Emeritus (1951); Emeritus, 1986

David K. Smith, A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus, 1988

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Erica B. Wonnacott, A.B., M.A.
Dean of Students Emerita (1970); Emerita, 1988

Howard E. Woodin, B.S., M.S., Ph.D.
Professor Emeritus of Biology (1953); Emeritus, 1985

Historical Events at Middlebury

1761	Nov. 2	Charter of the Town of Middlebury granted by New Hampshire Governor Wentworth.
1766	June	John Chipman cleared the first "pitch" in Middlebury.
1773	June	Benjamin Smalley built the first log house in Middlebury.
1777	Jan. 15	Vermont declared itself a Free and Independent State.
1778	Nov.	Middlebury settlement completely plundered by British.
1783	April	Settlers returned to Middlebury township.
1791	Mar. 4	Vermont admitted to the Union as the Fourteenth State.
1796	Oct. 25	Present site of college campus annexed from town of Cornwall.
1797	Nov. 8	Addison County Grammar School chartered by Vermont Legislature.
1798	Sept. 30	Timothy Dwight visited Middlebury at Charter House and advised town leaders about starting a college.
1800	May	A Female Academy established by Ida Strong.
	Nov. 1	Middlebury College charter granted by Vermont Legislature; Jeremiah Atwater named first President.
	Nov. 4	First Trustees meeting.
	Nov. 5	Seven students admitted; East College occupied.
1802	Aug. 18	First College Commencement; Aaron Petty graduated.
1806	Aug. 21	Professorships of Natural Philosophy and Law created.
1807	July	Emma Hart elected Principal of the Female Academy.
1809	May 31	Middlebury Congregational Church dedicated.
	Aug. 16	Jeremiah Atwater resigns; Henry Davis elected President.
1810	Aug. 15	Professorship of Languages established.
	Sept.	Series of religious revivals continued.
1814	Sept.	Emma Hart Willard opened her Female Academy in house now occupied by Admissions Office.
1815	Mar.	West College completed, later named Painter Hall; oldest college building in Vermont.
1816	Aug. 22	Professorship of Divinity established.
1817	Oct. 6	President Henry Davis resigns; Joshua Bates elected President.
1819	May 21	Gamaliel Painter died, leaving most of his estate to Middlebury.
1820	Aug. 16	Middlebury College affiliated briefly with Castleton Medical School.
1821	Aug.	Robert Patton, Ph.D. Göttingen, introduced German.
1824	Aug. 18	Middlebury Alumni Association formed.
1827	Dec. 4	Mechanical Association for physical exercise tried.
1830	Oct. 28	*The Undergraduate* published for one year.
1833	July	The Philomathesian Society, undergraduate literary and debating society, formed with its own library.
1835	Aug. 20	Professorship of English Literature and Education created.
1836	Aug.	Old Chapel completed, housing the chapel, offices, and classrooms.
1839	Jan.	The Burchard religious revival ended disastrously.
	Sept. 4	President Joshua Bates resigned.
1840	Apr. 20	Morning chapel changed from 5:30 a.m. to 5:00 a.m.
1841	May 18	Benjamin Labaree inaugurated President.
1842	Dec. 2	First Forefathers' Day celebrated at Middlebury.
1843	Nov. 26	Chapter of Chi Psi founded; college's first fraternity.
1850	Aug.	Semicentennial Celebration; fund of $35,000 raised.
1861	April	Many students enlisted for service in Civil War.
	Aug.	Starr Hall completed, named for Peter Starr, Trustee.

1864	Dec. 25	Starr Hall burned.
1865	Aug. 8	President Benjamin Labaree resigns.
	Nov.	The first *Kaleidoscope* published.
1866	Jan. 2	Harvey K. Kitchel elected President
	June	Bread Loaf Inn opened by Joseph Battell.
1867	June	Alexander Twilight Hall built on site of old East College; used as Grammar School until 1982.
1868	Aug. 7	Phi Beta Kappa charter granted to Middlebury.
1873	July	President Harvey Kitchel resigned.
1875	June 8	Calvin B. Hulbert elected President; resigned in 1880.
1876	Mar.	The *Undergraduate*, student newspaper, began publication again.
1880	Aug. 23	Cyrus Hamlin elected President.
1881	Sept. 27	Library moved from Old Chapel to North Painter Hall.
	Oct.	Gymnasium installed in South Painter Hall.
1883	Sept. 13	First women enter Middlebury, 3 full-time, 4 part-time.
	Oct.	Hamlin Commons, first dining-hall, opened; burned 1945.
1884	Sept.	Athletic Association organized.
1885	July 1	President Cyrus Hamlin resigned.
1886	Apr. 17	Ezra Brainerd elected President.
1888	Mar. 16	College snowbound in fifteen-foot drifts.
	Nov. 24	State Legislature gives first financial assistance, $2,400 for scholarships.
1889	Nov.	First Glee Club formed.
1890	June	Elective system established, with option of a B.S. degree.
1891	Sept. 10	First women's dormitory opened, named Battell Hall.
1897	July 13	Chair of Political Economy and International Law created.
1900	July 1–5	Celebration of College's Centennial.
	July 3	Starr Library dedicated; built with bequest of Egbert Starr.
1901	Aug.	Warner Science Hall, gift of Ezra Warner '61, created a center for the sciences.
1902	Dec. 4	The "Women's College at Middlebury" established by Legislature.
1905	Feb. 4	The *Undergraduate* became the *Campus*.
1908	Oct. 17	President Ezra Brainerd resigned; John Thomas elected President.
1909	May	Joseph Battell donated women's campus, area north of College Street, including Battell Cottage, now Adirondack House.
	July 6	First Summer Session opened, with general curriculum.
1911	June 20	Pearsons Hall completed, on ridge of women's campus.
	June	Pan-Hellenic Council created.
1912	Mar. 9	Alumnae Association formed.
	May	Women's Athletic Association organized.
	June	McCullough Gymnasium completed; named for John G. McCullough, Trustee.
	Oct.	Central Heating plant installed for campus buildings.
1913	June 17	Chemistry Building occupied; named for Prof. P.C. Voter.
1915	Feb. 23	Joseph Battell died, bequeathing a mountain campus of over 30,000 acres.
	June 29	Specialized German Summer School opened in Pearsons Hall.
1916	July 8	French Summer School opened on same pattern.
	July	Mead Memorial Chapel erected on high point of campus; gift of Dr. John A. Mead, '64.
	Sept.	Hepburn Hall occupied; gift of A. Barton Hepburn '71.
1917	May 6	College closed to permit students to enlist.
	June 30	Spanish Summer School opened.
	Aug. 13	Faculty Furlough Fund created by Henry F. Walker '60.
	Sept. 26	The *Campus* became a weekly newspaper.
1918	Oct. 25	S.A.T.C. programs for military training adopted.
1920	June 30	Bread Loaf Summer School of English opened.
	Sept. 20	Maison Française, first continuous French House in America opened.

1921	Jan. 28	President John Thomas resigned.
	July 28	Paul D. Moody elected President.
1922	Nov. 22	Black Panther adopted as College mascot.
1923	Feb. 22	Middlebury's first Winter Carnival.
	Sept.	Abernethy Library collections added to Starr Library.
1925	Sept.	Le Château, center for French study, opened.
	Oct.	Porter Medical Center opened for college and community.
	Oct.	Two wings added to Egbert Starr Library; given by family.
1926	June 5	First *Alumni News Letter* published.
	Aug. 16	Writers' Conference opened at Bread Loaf.
1927	Aug. 18	First Doctorate in Modern Languages (D.M.L.) granted.
	Nov. 3	The great Vermont flood.
1931	May 6	General examination system adopted.
	June 14	Library and Music Hall at Bread Loaf burned; rebuilt in 1932.
	July 6	German Summer School reopened, at Bristol.
1932	July 1	Italian Summer School opened.
1936	June 13	Forest Hall dedicated; built with funds from sale of Battell Forest to U.S. Govt.
1938	June 12	Commencement held for the first time in Mead Memorial Chapel with new balconies.
1940	Aug.	Gifford Hall opened; memorial to James M. Gifford '77.
1941	Feb. 3	Munroe Hall opened, for classrooms and offices; gift of Charles A. Munroe '96.
1942	Feb.	College goes on year-round wartime schedule.
	June 1	President Paul D. Moody resigns; Stephen A. Freeman Acting President.
1943	Jan. 6	Samuel S. Stratton inaugurated as President.
	July 1	Navy V-12 Unit of 500 men established.
1945	June 29	Russian Summer School opened.
1947	Nov. 7	Fifty meter ski jump at Snow Bowl completed.
1948	July 1	First women serve on Board of Trustees: Gertrude C. Milliken '01 and Alice G. Howson '30.
1949	June 11	World War II Memorial Field House dedicated, now includes Pepin Gymnasium and Nelson Arena.
	Oct. 1	Middlebury School of French established in Paris.
1950	Sept. 30	Sesquicentennial Celebration, Convocation; and dedication of Lang Field.
	Nov. 25	The hurricane does much damage.
1950–55		The Battell Halls, North, Center and South, completed; named in memory of Joseph Battell.
1951	June	Carr Hall completed, for health offices; named for Reid Carr '01.
	Oct. 1	Middlebury School of Spanish established in Madrid.
1952		Pres. Stratton on leave in Saudi Arabia; Vice Pres. Freeman in charge.
	Sept. 18	R.O.T.C. Unit established.
1953	Dec. 23	College Playhouse on Weybridge Street burned.
1954	Mar. 18	Gifts from Wilks Estate total $2,454,399.
1956	Sept.	Stewart Hall opened; named in memory of the John W. Stewart family.
1957	July 1	Endowment Grants from Ford Foundation total $549,500.
1958	Oct.	Wright Memorial Theatre completed, honoring Charles B. Wright, Professor of English, 1885–1920.
1959	Oct. 15	Middlebury School of German established in Mainz.
1960	Sept.	Proctor Hall student center opened; honoring Gov. Redfield Proctor, trustee.
	Oct. 1	Middlebury School of Italian established in Florence.
1963	Sept. 1	President Samuel Stratton retires; James I. Armstrong elected President.
	Sept.	Allen Hall opened; named for Cecile Allen '01.
	Sept.	Arthur M. Brown Swimming Pool completed.
	Sept.	First course in computers given in Mathematics Dept.
1965	Sept. 27	Sunderland Language Center and Dana Auditorium dedicated; named for Edwin S.S. Sunderland and Charles A. Dana, benefactors.

1966	June 11	Middlebury Challenge Fund of $8,039,722 with grant of $1,700,000 from Ford Foundation, completed.
	June 22	Chinese Summer School opened.
1968	Sept. 16	The 4-1-4 Curriculum went into effect.
	Oct. 12	Christian A. Johnson Memorial Building for music and fine arts dedicated.
1969	Jan. 6	Science Center opened, with facilities for Chemistry, Biology, Geology, Physics, and Library.
	Feb. 7	Hadley and Milliken Halls, dormitories on west ridge opened; named for Egbert C. Hadley '10, trustee; and Gertrude C. Milliken '01, first woman trustee.
1970	June 14	Japanese Summer School opened.
	Sept.	Social Dining Units opened; at north end of campus, named for Prof. R.L. "Doc" Cook; Stephen A. Freeman; and Cyrus Hamlin.
1971	Sept.	Kelly and Lang Halls, dormitories, opened; named for Elizabeth B. Kelly, Emerita Dean of Women; and Fred P. Lang '17, trustee.
1974	June	Fletcher Field House opened; named for Paris Fletcher '24, trustee.
	Sept.	Computer terminals operating for academic departments, library, and administration.
1975	Sept. 1	President James I. Armstrong retires; Olin C. Robison elected President.
	Sept.	Atwater and Davis Houses, A-frame dormitories opened; named for the first two presidents.
1977	Sept. 15	Middlebury School of Russian established in Moscow.
1978	June	Middlebury Summer School of English established at Lincoln College, Oxford.
1979	Oct.	Meredith Wing added to Starr Library; named for Douglas Meredith, trustee.
	Nov.	Kirk Alumni House Conference Center opened; named for John Kirk '39 and Barbara Kirk '41.
1980		College buys, renovates, and administers all fraternity houses.
1982		Memorial Field House extensively renovated and enlarged.
	June 20	Arabic Summer School opened.
1984	June 2	Campaign to raise sixty million dollars begun.
	Sept. 27	Dalai Lama, head of Tibetan Buddhists, leads Conference.
1986	May 23	Dedication of Alexander Twilight Hall, the Old Grammar School, built in 1867, bought and renovated by the College; named for first U.S. black college graduate, Alexander Twilight '23.
	May 24	New carillon of 48 bells in Mead Chapel dedicated.
	Sept. 7	New "North Dormitory" opened.
1987	June	Extensive renovations to Painter Hall completed.
		Six million dollar bequest from estate of Alexander H. Fulton, largest single gift ever received by the College.
	Oct.	Emma Willard House refurbished and large wing added.
1988	Jan.	Gamaliel Painter House in town is beautifully restored.
	Feb.	Renovations to Starr Hall completed.
	Sept.	Freshman Seminar Program begins.
		Renovations to Pearsons and Hepburn Halls completed.
	Oct.	Ballenger Computer Center in renovated Voter Hall dedicated.
1989		Renovations to Gifford Hall completed.

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CALENDAR 1989–1990

1989 SEPTEMBER

5 Tuesday	Fall Freshman Week begins
9 Saturday	Residence Halls open to Upperclass Students
10 Sunday	Convocation
11 Monday	Fall Term Classes begin (8:15 a.m.)

OCTOBER

6–8 Fri–Sun	Homecoming
13–15 Fri–Sun	Parents Weekend I
23–24 Mon–Tues	Mid-Term Recess
27–29 Fri–Sun	Parents Weekend II

NOVEMBER

2 Thursday	All-College Meeting Night
21 Tuesday	Thanksgiving Recess begins (5:00 p.m.)
27 Monday	Classes resume (8:15 a.m.)

DECEMBER

9 Saturday	Fall Term Classes end (12:15 p.m.)
11 Monday	Examination Period begins
12 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
19 Tuesday	Examination Period ends. Christmas Recess begins

1990 JANUARY

8 Monday	Winter Term begins (8:15 a.m.)
12–14 Fri–Sun	Alumni Winter Weekend

FEBRUARY

2 Friday	Winter Term ends (5:00 p.m.) Winter Recess begins
8 Thursday	Spring Freshman Week begins
12 Monday	Spring Term Classes begin (8:15 a.m.)
22 Thursday	Winter Carnival Recess begins (5:00 p.m.)
26 Monday	Classes resume (8:15 a.m.)

MARCH

24 Saturday	Spring Recess begins (12:15 p.m.)

1990 APRIL

2 Monday	Classes resume (8:15 a.m.)
19 Thursday	All-College Meeting Night

MAY

12 Saturday	Spring Term Classes end (12:15 p.m.)
14 Monday	Examination Period begins. General Exams begin
15 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
22 Tuesday	Examination Period ends
26 Saturday	Baccalaureate
27 Sunday	Commencement

JUNE

1–3 Fri–Sun	Spring Reunions
4–8 Mon–Fri	Spring Alumni College
8 Friday	Language Schools Nine-Week Session begins
25 Monday	Bread Loaf School of English at Oxford begins
26 Tuesday	Bread Loaf School of English in Vermont begins
22 Friday	Language Schools Seven-Week Session begins
25 Monday	Language Schools Six-Week Session begins

AUGUST

4 Saturday	Commencement, Bread Loaf School of English at Oxford
5 Sunday	Bread Loaf School of English at Oxford ends
10 Friday	Commencement, Language Schools
11 Saturday	Language Schools Six-Week, Seven-Week and Nine-Week Sessions end Commencement, Bread Loaf School of English in Vermont
12 Sunday	Bread Loaf School of English in Vermont ends
14 Tuesday	Bread Loaf Writers' Conference begins
26 Sunday	Bread Loaf Writers' Conference ends
29 Wednesday	Alumni College begins

SEPTEMBER

2 Sunday	Alumni College ends
4 Tuesday	Freshman Week begins

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Dean of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Director of Student Activities Proctor Hall	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Health Services	Director, Parton Health Center	5135
Payment of Bills	Comptroller, Service Building	5366
Section 504 of the Rehabilitation Act of 1973	Vice President for Administration and Treasurer, Old Chapel	5393
Bread Loaf School of English, 4 Hillcrest		5418
Bread Loaf Writers' Conference, Munroe Hall		5286
Foreign Language Schools	Director of Language Schools Sunderland Language Center	5508
Student Affairs	Dean of Students, Old Chapel	5382
Transcripts		
Current Undergraduates, Old Chapel		5382
A.B. Alumni, Old Chapel		5376
Language Schools and Bread Loaf Alumni, Sunderland Language Center		5517

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